



## DIVISION OF ELEMENTARY & SECONDARY EDUCATION

# 2020 District Conversion Charter School Application

**Submission Deadline: August 1, 2020 at 5:00 p.m.**  
Applications will not be accepted after this time.



**Cave City Middle School Career and  
Collegiate Preparatory**

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Name of the Proposed Charter

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Division of Elementary and Secondary Education to provide a meaningful review.

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## General Information

**Name of Proposed Charter School:** Cave City Middle School Career and Collegiate Preparatory

**Grade Level(s) for the School:** 6-8

**Student Enrollment Cap:** 375

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grades to be Offered at the Charter</b>	6-8	6-8	6-8	6-8	6-8
<b>Enrollment Cap at the Charter</b>	375	375	375	375	375

**Name of School District:** Cave City School District

<b>Charter Site Address</b>	711 North Main Street
<b>City</b>	Cave City
<b>Zip</b>	72521
<b>Date of Proposed Opening</b>	8/15/2021
<b>Superintendent</b>	Steven Green
<b>Phone</b>	870-283-5391

**1. Provide the mission statement of the proposed school.**

The mission of Cave City Middle School Career and Collegiate Preparatory is to provide practical and academically diverse opportunities that prepare students for future and life choices through the pursuit of academic and personal excellence in a challenging and supportive environment. Cave City Middle School Career and Collegiate Preparatory will strive to create an environment that fosters a joy of learning in preparation for future success through individualized student success plans. In addition, Cave City Middle School Career and Collegiate Preparatory will act as the sole support program for the established Cave City High Career and Collegiate Preparatory School.

**2. Explain how the mission statement was developed.**

Cave City School district was authorized to convert Cave City High School to a district conversion charter school in 2015 in grades 9-12. Cave City High School Career and Collegiate Preparatory School is a successful model that provides students with opportunities to earn industrial certifications and college credit upon graduation. According to CCSD School Report Card data, CCSD College Credit Accumulation Rate for economically disadvantaged students rose as high as 54.6% after the implementation of the charter model (see attachment 3). The established charter is a successful charter school in that the overall number of students who graduate with a value-added diploma has increased 37% since 2015. Because of the success with the current charter, Cave City students are better prepared to obtain meaningful employment upon graduation. Through the established charter, Cave City students also have the opportunity to take college credit hours on campus or at a local college campus and can even earn an associate's degree while still in high school. However, as successful as the high school charter model is, there is still room for improvement. In order to build on the established charter, the district must continue expanding program opportunities. The mission for our middle school charter was developed with this initiative in mind. The proposed charter is the sole feeder school for the established high school charter and will intervene to create academic experiences that are essential for making future choices, and offer these opportunities for students at an earlier age. The proposed charter will offer rigorous academic pathways as well as challenging foundational courses for students by increasing the number of high school level courses offered at the middle school, adding meaningful electives that expose students to experiences related to the established pathways offered in high school, and offering an additional level of student support. This charter model will allow students an increased advantage to pursue industrial certifications and college credit while in high school. This vision supports our district principle to prepare Cave City students for fulfilling and self-sustaining lives immediately upon graduation.

**3. Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.**

The mission focuses on three main areas: academic excellence, personal excellence, and preparation for future choices. The following components will be implemented (more detail for each component is provided in question 7):

1. **Academic excellence:** Rigorous academic course options that are directly aligned with the needs and goals of Cave City High Career and Collegiate Preparatory School will be implemented based on middle school student interest surveys. Academic pathways may include accelerated and advanced course opportunities for excelling and advanced students; general education courses and interventions for students who need extra support in core subject areas, and Student Success Plans (SSP) that are developed in collaboration with parents, community leaders, students, and teachers that will guide the middle school student experience. Instruction in all courses is data-driven and delivered using research-based methods. Data is gathered from ACT Aspire, iReady, Edmentum, and will drive core instruction.

2. **Future choices:** To prepare for future choices academically and practically, Cave City middle school students will enjoy increased flexibility in their schedules and course offerings. The proposed charter will develop pathways that expose students to the many Agricultural and Medical careers in our area. Students may choose from several Agricultural and technical foundation course offerings, some may be offered for high school credit. The charter model at the middle school will also offer a series of career exploration opportunities for students including job shadowing, volunteering, and collaborating with professionals from local businesses like the Bank of Cave City, Cave City Nursing Home, Harris Feed Store, local independent contractors, University of Arkansas for Medical Sciences, and White River Medical Center. Students will also make community connections that will be valuable to them as they progress into adulthood. Flexibility in schedules at the middle school level due to accelerated, embedded, and online/blended options will allow students to pursue courses and clubs that delve into a plethora of career exploration.

3. **Personal excellence:** The proposed charter will implement a series of support courses beginning in 6th grade to help students become well-rounded as they transition from elementary through middle school and then on to high school. The charter model will offer courses focused on social and emotional learning (SEL) to include studies and seminars in Life Skills, the *7 Habits of Successful Teens*, and healthy ways to handle stress, peer pressure, and self-esteem. When utilizing SEL in conjunction with SSPs, students are likely to develop career goals and other important employability skills like time management, problem-solving, and critical-thinking as well as soft-skills like communication, etiquette, and professionalism. In addition, roughly 35% of current middle school students are either in foster care, in a mandated FINS (Family in Needs Service) program, or are being raised by guardians other than an immediate parent. For these reasons, staff will be trained in Trauma-Informed Education.

All key programmatic features also support the established high school charter mission.

**4. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.**

As stated in our mission, Cave City Middle School Career and Collegiate Preparatory will continue to develop a supportive learning environment that encourages academic and personal growth for all students. This cannot be possible without the active

involvement of community and parents/guardians. One way to enhance support from these key players is through effective communication. The proposed charter will be transparent and have open communication in the following ways:

**1. Collaborative efforts with community, parents and/or guardians**

The Cave City community is heavily Agricultural. Since the proposed charter has a heavy focus on Agriculture, parents, guardians, and community leaders are critical members of our school team that will help drive the development of program and course opportunities for students. The proposed charter will include parents and guardians in developing their child's SSP and aid students in course selection. Students can earn certifications, high school credit, and experience hands-on or virtual projects that will add value to their middle school experience. The proposed charter will continue to collaborate with community leaders in the development and implementation of the agricultural and technical course offerings and career exploration. Community members, parents and guardians will be invited to attend and participate in any career seminars/fairs that are held through Cave City Middle School; in addition, community members and parent/guardians may be called upon to assist in the development of the School Level Improvement Plan (SLIP). The proposed charter will rely on community collaborative efforts to help create opportunities for middle school students to earn certifications in the healthcare field; community members can also help the school offer unique experiences in Agriculture, radio, television, pre-med, and pre-college course sequences. Parents, guardians, and community members will be invited to attend celebrations such as Academic Awards Night, club banquets and events, as well as parent night events to share in the success of students.

Other members of the community will be asked to serve in an advisory capacity for students interested in specific agriculture and technical areas. The proposed charter will actively seek the input of community leaders who have been recognized as leaders in local business, industry, entrepreneurship, and education to serve on advisory panels for students. Some community members will be called upon to speak to students about the connections between what they learn in the classroom and real-world practice in the workforce. These community members will assist students by offering advice, guidance, and training in soft-skills, interview processes, real-life scenarios, and project-based learning. For example, Brood Farms is an organic farm located in Cave City that leads a '*FARM to TABLE*' initiative. Cave City students will have the opportunity to be a part of the initiative and collaborate with Brood Farms to learn both the monetary and health advantages of organic crops. Collaborative efforts such as these help students build a relationship with community leaders that are very a vital component for success in our community.

**2. Supportive learning Environment and Transparency**

The proposed charter will rely on the school website, Alert Now call system, social media, Remind app, and school radio and television stations to invite/inform parents, guardians, and community members of important events. The school will also utilize reports and data from Student GPS, ESSA, and ACT Aspire to communicate with parents the progress each student has made toward meeting his/her individual goals aligned with his/her SSP. Student academic reports will be used to update parents/guardians and are available through the Home Access Center link found on the school website. In addition, progress reports/report cards will be mailed out at mid-term and every academic quarter.

To ensure transparency and foster a supportive environment, ongoing communication between school, community, and family is key. Each student will be assigned an academic advisor to assist with the SSP. Advisors will meet with students once per week and will make parental contact as needed to ensure student success. The proposed charter will also implement a series of interventions and tutoring options to meet the individual needs of all students. The charter will have extended school hours for students to receive extra help in core subjects. To meet the need of working parents, students will be able to stay on campus for tutoring until 5:00. For students who are not able to stay after school (i.e., athletes, remote learners, bus riders), synchronous virtual tutoring will be offered from 4:30-5:30 each day. Parents of students are invited to join all tutoring sessions.

**5. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence in the appendix.**

A public hearing was held on July 24, 2020 at 6:00pm via Zoom (see attachment 2) to discuss the conversion charter and proposal process with 18 people in attendance. The CCSD advertised the meeting for three consecutive weeks July 1, 8, and 15, 2020 in *The Villager*, the local county newspaper. The district also posted the zoom meeting information on the school website and social media sites. Other media outlets were used for advertisement, the Cave City School District Radio Station, 89.9, and the District Television Station, Channel 6, where the Zoom information was also presented. The meeting was displayed on the large Marquee sign on the front lawn of the middle school. The meeting agenda was as follows:

Welcome and introductions: Steven Green, District Superintendent  
Background and need for the Charter: Mark Smith, Middle School Principal  
Projected Pathways and Course Sequences: Carrie Johnston, Middle School Counselor  
Charter Overview and Community Partners: Cheryl Bell  
Question and answer: All  
Closing Statements: Mark Smith

Questions and comments were positive, as middle school leaders have been approached by the community and parents enquiring when the middle school would become a charter. A parent, Mr. Landers, expressed how excited he was to see the community leaders becoming involved with students at a younger age. He specifically asked about industrial leaders and what types of guest speakers we would invite to speak with middle school students. Another parent, Ms. Ball, asked if our middle school charter would align with the high school programs offered. Ball stated that she “thinks the charter model at the younger age can only have a positive impact on our students and community in an economic way.” In addition, the most impactful comment made came from Mr. Wooldridge when he lightheartedly asked, “what has taken so long?” meaning why the pursuit of a middle school charter has not happened sooner (he has a grandson entering 8<sup>th</sup> grade this year).

The tone of the meeting was positive, the community support was palpable, and a testament to the success of the established high school charter model.

Mark Smith and Cheryl Bell presented the information to faculty, staff, community partners, and school board members on July 20, 2020 at the District School Board meeting. Sharing and educating parents and community members of the charter process continues on an individual basis as both the Superintendent and the Principals meet with parents and community partners.

The presentation from the public hearing was posted to the school website for those who were unable to attend the Zoom meeting (see attachment 4).

**6. Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted and the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Provide the source for information presented.**

Mission: The mission of Cave City Middle School Career and Collegiate Preparatory is to provide practical and academically diverse opportunities that prepare students for future and life choices through the pursuit of academic and personal excellence in a challenging and supportive environment. Cave City Middle School Career and Collegiate Preparatory will act as the sole support program for the established Cave City High Career and Collegiate Preparatory School.

Identifying educational needs and achievement gaps that act as barriers for economically disadvantaged students is a key component in preparing students for future choices. In addition, ending the generational poverty by preparing students for future choices becomes the significant factor in our mission.

City School District (CCSD) is located in Sharp County; this district is in a rural area of Northeast Arkansas and serves a 285-mile radius. CCSD is situated just outside of the Delta and has many of the same economic challenges faced by Delta schools. The district population is approximately 1300 students with 289 students making up the 2020 middle school student body. Being in a rural, agricultural community, 77% of our student population participates in the free and reduced lunch program (ADE My School Info). This number has steadily increased from approximately 62% to 77% over the last seven years. This trend shows an increase in low-income families within our district. According to school data, over 40% of district students directly qualify for the Free & Reduced lunch programs, which also means these families qualify for the Supplemental Nutritional Assistance Program (SNAP). In essence, the majority of CCSD students are at an extreme disadvantage economically and generational poverty is evident. CCSD views education as a solution to this growing problem. It was no longer enough for our district goal to simply be to educate students; it is the responsibility of the school to improve the current living standard in this community. It was for these reasons the district, in 2015, achieved a charter status. Cave City High School Career and Collegiate Preparatory school opened in the fall of 2015. Since then, the charter model has been a great success. In 2020, more than half the graduates (approximately 60%) earned a value-added diploma: 53% graduated with college credit, and 10% graduated



with an industrial certification (Charter Annual Report Data). However, as successful as these numbers are, the district recognizes there is still room for improvement. Taking into account that approximately 10% of graduates enlist in the military, the district is still failing to prepare roughly 40% of graduates for life after high school. For this reason, the district requests the approval of a charter model at the middle school level.

Implementing the same charter model, the middle school will be able to enhance and support the established high school charter. By aligning the goals of the two charter schools, offering course and career exploration at an earlier age, students entering high school will be at an advantage.

In addition, the charter model will positively impact middle school students, as it did high school students, by closing the achievement gap between economically disadvantaged students and general population students. From the data below, it is evident that there is a sizeable gap between our general population scores and our subgroup, which is overwhelmingly made up of students who are economically challenged. Cave City Middle School and the established high school charter have been in collaboration and agree that CCMS has done a good job with students who are strong academically. However, after analyzing student data (grade-level performance, ACT Aspire, iReady Diagnostics), it is apparent that additional educational opportunities and strategies are needed to better prepare all students for high school rigor and better support struggling students. By starting the conversion charter model at the middle school level, a number of agriculture and technical foundational courses that allow students to have diverse opportunities will enhance their school experience. It will also allow the District to offer accelerated and advanced courses for middle school students who may want to take college credit courses in high school. These accelerated course options will create space in junior and senior students' schedules to take college credit courses. We believe that since the middle school serves as the sole feeder into Cave City Career and Collegiate Preparatory High School, students will be better served if the two programs are directly aligned.

The current academic challenges and performance for the middle school campus are shown through data released in the 2019 ESSA Report Card information listed on the ADE website (see attachment 5). 7 out of every 10 students who make up the Cave City Middle School student body are from economically disadvantaged families. The 2019 data analysis (Unfortunately, due to COVID-19, there are no new testing data available for 2020.) reveals economically disadvantaged students who scored *Ready* or *Exceeding* for grades 6-8 scored well above the state averages. However, upon further analysis, the majority of economically disadvantaged students did not score *Ready* or *Exceeding*. For example as shown below, in 6th grade Literacy, 37.98 economically disadvantaged students passed the ACT Aspire. In comparison, 62.02 of economically disadvantaged students scored *below Ready*. These results are cause for concern and action. Although economically disadvantaged students did show some growth comparatively, we anticipate that the implementation of the charter model will significantly increase overall student growth with expanded course offerings, enriched experiences, and enhanced student support. With a long-term goal of impacting and eventually decreasing the number of economically disadvantaged families in our

community, the proposed charter plan was developed.

2019 ACT Aspire Assessment Analysis of Economically Disadvantaged (ED) Student scores:

Subject Category	6th Grade ED Students	7th Grade ED Students	8th Grade ED Students
Literacy (In need, Close)	62.02	51.06	52.85
Passed (Ready, Exceeding)	37.98	48.94	47.15
State Avg for all students	36.16	36.26	38.78
Math (In need, Close)	66.67	43.55	35.72
Passed (Ready, Exceeding)	33.79	56.45	64.28
State Avg for all students	43.79	36.66	36.14
Science (In need, Close)	52.91* (RV)	53.19	54.29
Passed (Ready, Exceeding)	47.09	46.81	45.71
State Avg for all students	35.56	32.51	31.81

See full data comparison in attachment 5.

Success of the current model:

Currently, Cave City High Career and Collegiate Preparatory School model is a proven success. As stated earlier, Cave City seniors are graduating with increased college credit and industrial certifications. Through strong collaborative efforts with local colleges, the established charter can save families money on college expenses and career training. It is now possible for Cave City students to earn a 4-year degree for less than \$16,000. Higher education is within reach for many students who never thought college was possible. And, with three 4-year colleges within 25 miles of Cave City, students will not have the expense of having to live on-campus. To qualify for financial aid, students must earn at least a 21 composite ACT score, participate in the college courses through the charter program in grades 10-12, receive and maintain the Academic Challenge Scholarship, complete an associate's degree at either Ozarka College or UACCB, and then transfer to Lyon College for a Bachelor's degree. Because of this opportunity provided through the current high school charter, a college degree becomes affordable and attainable to all students. For students who chose not to attend college, the Agriculture and technical pathway provides a means for students to earn certifications, technical certificates, as well as credited hours toward professional licensures while still in high school. The Secondary Career Center housed on the UACCB campus provides training/certification opportunities for high school students at no cost to the families. Through the established charter, all expenses are paid using funding provided by the school. The same is true for the technical programs through Ozarka College. Through this institution, students can stack certifications to earn a higher degree. For example, a high school student can become a CNA before graduation at no cost to the student or family. The CNA program is perfectly aligned with the LPN and RN program through Ozarka. With a pass rate of over 90%, Ozarka offers an esteemed platform for students entering the nursing and medical fields. And,

with the current financial aid, the 2 and/or 4-year nursing program can be obtained at little to no cost to the student or family. The evolution of this charter model is a clear representation that CCSD has become the expert on local student success both academically and practically. Implementing the charter model at an earlier age will bring added support and growth to the high school model and break barriers that hinder economically disadvantaged students' success.

- 7. Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.**

Cave City Middle School is a traditional campus with 7 periods per day. Currently, the campus is 1-to-1 with technology devices and with the new guidelines for COVID19 handed down from the government; learning in the traditional sense will look different. Simply offering an online curriculum is not enough. Educational practices and instructions are evolving. Respectively, our philosophy, offerings, and opportunities for students at the middle school level must evolve as well. Educational evolution manifests through the mission of the proposed charter. By providing opportunities for high school credit, certifications, and agricultural/technical foundation courses that lead to the high school charter programs, the newly implemented innovations help to meet the needs of current students. And, with our current challenges, making these options personalized and available for traditional as well as online students is the focus. Entering new territory for education in Arkansas, the district looks to a new approach while maintaining a focus on the holistic child with an emphasis on cognitive, social, emotional, physical advancement. In order to make the transition a success, teachers and administrators had to reflect on best practices and determine how to pivot traditional curriculum and instruction to meet the needs of all students. Teachers, class scheduling, seat time, and bell schedules must become flexible. As with online curriculum, the physical (on-site) school day must also become more fluid and less rigid regarding seat time and bell schedules. For example, students who require extra instruction in math should have a flexible schedule to have that cognitive need met. Just as online students are not bound by time constraints, neither should traditional students. These innovations will translate to growth in subject areas that will lay the foundation for success in the high school charter programs, raise ACT scores, and increase college credit opportunities.

Because of the successful establishment of the charter model within our district, Cave City Middle School Career and Collegiate Preparatory will align with Cave City High Career and Collegiate Preparatory School. However, the middle school model will be distinguished in that the model will be implemented to meet the needs of students at an earlier age. The innovations are directly aligned with the middle school charter mission: (1) academic Excellence through amplified SSPs; (2) preparation for future choices through opportunities made available by partnerships with local business, UACCB, Ozarka, UAMS, and WRMC; (3) personal excellence developed through schedule flexibility, resources, and holistic child approach.

## **Academic Excellence:**

### Rigorous Courses Offerings

Rigorous academic courses that are directly aligned with the needs and goals of Cave City High Career and Collegiate Preparatory School will be developed based on middle school student interest surveys. Academic pathways may include:

(A) Accelerated and advanced students who meet the established criteria may take above-grade-level courses. Accelerated Students- students may access high school credit courses (i.e., Algebra I, Advanced Physical Science, etc.) while in middle school. Advanced Students- students may access advanced course sequence (not for high school credit) in preparation for Pre-AP and Advanced Placement courses in high school (i.e., Accelerated Math, Accelerated Science, etc.).

(B) Students not on the accelerated or advanced course sequence will have a grade-level curriculum that is challenging but not at an increased pace. Students who are at or below grade level will receive interventions as needed to master grade-level skills in Math, Science, and Literacy. The middle school charter model offers interventions, virtual tutoring, and guided study to students who are not performing on grade-level. A priority will be given to help students who enter 6th grade and are not performing on grade level.

(C) All students will choose from diverse courses that offer experiences in students' choice of entry-level Agriculture, Constructions, Medical Field, FACS, and Computer Science courses. Or, the student can choose to stay with the traditional offerings of Band, Music, and Art. Adding choice to the current middle school electives will establish foundational knowledge at an earlier age that may help students to narrow interests as they approach high school. For example, a 6<sup>th</sup> grade student may take Shop Safety and Wood working as wheel classes. However, shop safety is the foundational course for middle school Agri. Therefore, the course is offered to 7<sup>th</sup> grade students as well; students cannot take any Agri course until they have completed the Shop Safety course.

To design a culture for learning that advances students academically, CCMS will be flexible with delivery methods and will offer two pathways for instruction: traditional/hybrid and online. Within each instructional pathway, research-based instructional strategies will continue to be practiced. According to *Classroom Instruction that Works* by Robert Marzano, we know that economically disadvantaged student achievement is most impacted by student-centered instruction, critical thinking skills, and hands-on lab activities. These methods of instruction will be used to drive instruction in traditional as well as online learning.

### Student Success Plan (SSP) and Student Support

To amplify the SSP, the applicant will begin utilizing the SSP with 6<sup>th</sup> and 7<sup>th</sup> grade. Incoming 6th grade students will be assigned an academic advisor who will continue

with the student throughout middle school. The academic advisor will formally meet with the student and parent/guardian initially to create and design the Student Success Plan to enhance their middle school experience. After the initial set up, advisors will meet with students once per week to offer support and assess student progress toward the goals set in the SSP. The applicant is aware that students can and will have a change in interests as they mature; advisors will assist students in making those adjustments/changes with a seamless effort. Advisors will also act as a mentor to the assigned student. Every student may or may not have a parent/guardian present at each SSP meeting, the support for the student will go beyond academics in that the advisor may also assist the student in setting up tutoring sessions, interventions, arrange for transportation to access the extended school hours, and even help with basic needs like food and clothing through our district Caveman Closet and Food pantry.

As students begin each year, whether they are online students or traditional students, they and their parents will collaboratively adjust student success plans (SSP). Although core subjects will be mandatory, choice will be available through advanced placement courses, agriculture and technical foundational courses, elective interactive labs, and hands-on experiences. Although the community of Cave City is vested in tradition, CCSD leaders recognize that the traditional school setting is not conducive to all learners. According to recommendations and best practices found in High Reliability Schools (chapter 6, level 5), students can be placed in core courses based on the individual student's current data. For example, to create an advanced student's core curriculum schedule the advisor will use multiple points of data: iReady Diagnostic Scores, Edmentum, Act Aspire scores, as well as course grades. This means a student in 6th grade may receive a math curriculum based on ability level using current data and not necessarily on grade level alone. If a student has mastered the grade level curriculum based on iReady diagnostics and ACT Aspire data then that student will have the opportunity to work on their ability level and not be constrained to work redundantly on grade level material.

These students will also have guided study time, interventions, and academic support built into their daily schedules. Additionally, on-site tutoring as well as virtual tutoring session are available four days per week during the extended school hours. Advanced students can accelerate through the curriculum at their own pace whether they are traditional seat students or online students. As students master skill- appropriate material, they can advance through the course sequence. Upon the event a student completes middle school core curriculum, that student can continue on to high school curriculum via courses delivered online or independent study. In contrast, some students may not perform on grade-level, and through the support systems framed within the charter model, those students will have access to the same support, as well as extended school hours. CCSD sees the need for expanded school hours since many students in the District will not typically have access to internet at home. While we are working to expand internet service, we must accommodate those students with extended school, giving students time on campus to work using the school internet and resources. Additionally, CCMS will offer support via remote learning to students as well. Elected teachers will have virtual office hours and be available to offer support for technical questions as well as academic assistance. Virtual guided study times will be offered four days per week for remote learning student support. Guided study is a

designated time for students to participate in real-time tutoring offered via Zoom. Instructional support will be provided for teachers as well. Professional development will include teaching teachers how to be responsive and pivot from their current educational practices to implementing best practices for remote teaching, Professional Learning Communities for teachers for remote learning strategies and best practices will be established, as well as ongoing professional development on the delivery platforms, instructional strategies for providing remote instruction, effective communication, and maintaining relationships with remote learners.

### **Preparation for Future Choices:**

#### Community partners and Certifications

To prepare for future choices, local experts may be called upon to share with students the differentiated elements of work that are available in our community. These partnerships will allow middle school students to gain valuable experiences that can help them make practical and academic choices as they approach high school. Since current middle school staff may not have the expertise to teach the technical exploration courses/seminars, the proposed charter is willing to accept trained professionals as competent teachers in the specific field of their expertise. All field experts who collaborate with the charter to teach students will adhere to a background and child maltreatment check. Many of the proposed charter experiences and courses are geared toward Agriculture and Health Professions since those are the two most common workforce in our area. For example, local Watermelon Farmers may come to campus and introduce students to watermelon plants in a greenhouse. Through collaborative efforts, students will start the process from seed and grow watermelon plants for a few weeks. The students can then assist the melon growers as they transplant the starter plants into the ground.

With the established partnerships, students may choose from several diverse foundational offerings, hands-on projects, or seminars: Pre-Agricultural program courses to include Surveys of Agriculture (high school credit), Intro to Construction Basics (plumbing, electrical, and small engine), Plant Science/Greenhouse, Health and Safety Certifications courses, CTE certification courses, and Family & Consumer Science (FACS) courses. These courses are aligned with and lead directly to the Agriculture and CTE programs offered at the high school. Unless the course is taken for high school credit, these entry-level courses will be offered as either a wheel or semester course.

For instance, through collaborative efforts with University of Arkansas for Medical Sciences (UAMS) and White River Medical Center (WRMC), the middle school charter model will provide a course called *Scrub Club* geared toward students interested in the medical field. This course is an introduction to health care professions. Through Scrub Club, students can learn about a variety of employment opportunities within the medical field, anything from EMT to Patient Care Techs, Nurses, and entry-level positions. Scrub Club students can earn certifications in First Aid, Stop the Bleed, and CPR. UAMS staff will come to campus to teach medical skills like taking blood pressures, performing the Heimlich Maneuver, checking pulse, and checking heart rates. In collaboration with the local butcher shop, students can dissect donated animal organs

to identify cancers, blood clots, and learn to suture wounds. UAMS provides each student a stethoscope and certificate upon the completion of the course. WRMC provides each student a pair of scrubs, job shadowing opportunities, and on-site tours. The Cave City Nursing Home will provide opportunities for volunteer hours. This course directly aligns with the Certified Nursing Assistant program offered at the high school.

In addition, collaborations with local farmers will allow the middle school charter to develop hands-on experiences in Green House/Plant Science, Game and Fish Soil Conservation and Preservation, as well as farm safety. The charter model at the middle school will also offer a series of career exploration opportunities for students including job shadowing, volunteering, and engaging with professionals from local businesses like the Bank of Cave City, Cave City Nursing Home, Harris feed store, local independent contractors (plumbing and electricians), and White River Medical Center.

### Planned Instruction Time Flexibility & Expanded Course Opportunities

Flexible scheduling will allow expanded pathway opportunities that help prepare students for future choices through hands-on, real-world experiences for students without the constraints of traditional seat time. Flexibility may be created through embedding courses or a waiver for the minutes required in non-core courses. For example, Health (taken for high school credit) may be embedded in Advanced Physical Education since the current PE teacher is also certified to teach 7-12 Health. In every case, the embedded courses will continue to meet all of the requirements for both subjects and the charter will not proceed without DESE approval. Or, a student may choose to attend an Agri class instead of a Band class during their wheel hour. Through these two means of flexibility, students will have space in the schedule for interactive labs, guest speakers and career fairs, exploration trips with Arkansas Game and Fish, volunteer experiences at local medical clinics and/or nursing homes, on-site meetings with CEOs, touring of local industry and farm businesses, shadowing local experts in electrical engineering, plumbing, welding, and construction sites, students will gain knowledge and experience they can use to make decisions about their future. We know that community engagement and making connections can help guide students to the pathway of interest.

Seat time and scheduling must become flexible to better prepare students for their future choices. CCMS serves a very rural community where farming and agriculture is the predominant means of income. Therefore, it becomes very relevant in our educational process to prepare students for life after high school within our community. Opportunities in agriculture will be presented at the middle school level and will be taught by area experts. Depending on their choice of pathways, CCMS students will be able to opt into Agricultural wheel courses such as small engine repair, basic construction to include plumbing and electrical, botany and greenhouse science where students can collaborate with local farms for natural resources and fertilizers, culinary arts, and life skills.

Flexibility in schedules at the middle school level will allow students to pursue accelerated courses, clubs, and delve into a plethora of career exploration. In return, students will enter high school with a wealth of knowledge regarding professions and occupations that are available in our area. Students' middle school experience will be by their SSP. With their SSP and pathway options, students are likely to develop career goals and other important employability skills like time management, problem-solving, and critical thinking as well as soft-skills like communication, etiquette, and professionalism. Students may also make community connections that will be valuable to them as they begin to build their professional network.

### **Personal excellence:**

For incoming 6th grade students, the transition into middle school can be a challenge. For this reason, CCMS will implement a series of support courses beginning in 6th grade to help students become well rounded as they transition from elementary to high school. As explained earlier, SSPs will be developed to guide each student's middle school experience. Personal goals, as well as academic goals, will be housed in the SSPs.

This aspect of the proposed charter is personal advancement, or, the social emotional learning (SEL) component. SEL becomes an integral part of educating students. Support for SEL will be built into the CCMS curriculum through a series of 9-week courses and settings that foster emotional wellbeing where students learn relaxation techniques, participate in enhanced physical activity, and a study of *The 7 Habits of Highly Effective Teens* by Sean Covey. To keep stress levels down, CCMS will offer support to students and parents/guardians for online and hybrid course offerings. Staff will receive training on Trauma-Informed Education which includes examining the influence and impact on students. The focus of staff training will be on factors such as racism (explicit, implicit, and systematic; and macroaggressions) as well as poverty, peer victimization, community violence, and bullying.

Students will also receive support training through a course called Everything Google. CCMS is a Google School and utilizes the Google platform in all subject areas. Students will engage in a course that teaches them how to use all facets of Google. To encourage parental involvement, Google support and training will also be provided for parents. These instructions will be recorded and placed in the Parental involvement and Support links available on the District's website and YouTube channel. As stated before, teachers will have virtual office hours to provide support to students/parents/guardians who opt into the online curriculum.

- 8. In the following table, list the goals of the charter. The goals should be measurable and related to the mission statement. For each goal, include the instrument for measuring performance and the date the goals will be assessed.**



GOAL	Instrument for Measuring Performance	When Attainment of the Goal Will Be Assessed
Increase # of students who complete a foundational/entry level course in Agriculture, FACS, and Certification programs offered in HS	Cognos Marking Report	Annually
Increase # 7 <sup>th</sup> and 8 <sup>th</sup> grade students completing high-school credit courses	Cognos Marking Report/ Transcript Report	Annually
80% of all students will meet their personal growth goals in reading and math	iReady Diagnostic Report	Annually
Increase the percentage of 6 <sup>th</sup> and 7 <sup>th</sup> grade students scoring Ready and Exceeding on the ACT Aspire Math, Science, and Literacy by 5% each year	Act Aspire	Annually
80% of all students will meet their personal growth goals in Science	Edmentum: Exact Path Diagnostic Report	Annually

**9. Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.**

The mission of Cave City Middle School Career and Collegiate Preparatory is to provide practical and academically diverse opportunities that prepare students for future and life choices through the pursuit of academic and personal excellence in a challenging and supportive environment. Cave City Middle School Career and Collegiate Preparatory will strive to create an environment that fosters a joy of learning in preparation for future success through individualized student success plans. In addition, Cave City Middle School Career and Collegiate Preparatory will directly align with the goals established by the current Cave City High Career and Collegiate Preparatory School.

If the above-mentioned goals are attained then this is a strong indicator the school is fulfilling its mission. The proposed charter school is committed to improving student success as they enter high school and to contribute to increasing the standard of living in our community. Helping students take charge of their educational choices and become self-sufficient adults is our objective. We believe the middle school can help with this task. Middle school is too early for a student to decide if they want to go to college or make a career choice; however, middle school can provide valued experiences and opportunities that can open doors and help students the break barriers associate with the cycle of poverty. Cave City Middle School Career and Preparatory will demonstrate its commitment to the mission in the following ways:

- All students will complete an SSP that will drive their middle school experience. All students scoring below *Ready* on the ACT Aspire will receive intervention and targeted instruction to help close the achievement gap in preparation for the 11th grade ACT. For Cave City students to be eligible for the opportunities provided by collaboration with CCHCCPS, students must score at least a 21 on the ACT. In addition,

Cave City graduates who score a 21 or higher on the ACT receive 30 hours of free tuition at UACCB. Also, any UACCB student who transfers to Lyon College is eligible for half-price tuition. Therefore, increasing ACT scores becomes imperative. The foundation for higher ACT scores must begin at the middle school level. It is the job of middle school for students to enter high school on grade level academically and emotionally ready for the rigors of high school.

- Providing high school level courses earlier will create space in student schedules at the high school level. Studies show that students who earn 30 hours of college credit are 90% more likely to complete a four-year degree. If the middle school can provide opportunities for students to take high school credit, then this creates free time in their future schedules to take college credit hours before graduation. These students will graduate closer to the 30-credit threshold.

- Certifications are not prominent for the middle school age group; however, the proposed charter is committed to offering: CPR, First Aide, Stop the Bleed, Heimlich Maneuver certifications, as well as Microsoft and other age-appropriate certifications. We will continue to research and advocate for more certifications to be developed that are age-appropriate. This becomes more relevant due to the 2 new Technical Centers within a 25-mile radius of our district. A new Secondary Technical Center at UACCB provides technical training to high school students at no cost to families. In addition, Cave City High School Charter has been able to assist these students with the expense of purchasing required supplies to participate in the technical programs. These programs are available to Cave City High School students at no charge to the student or family. A new Secondary Technical Center is also being built on the Ozarka College campus. CCMSC will work collaboratively with Ozarka to provide Cave City students with pathways that lead to programs offered at this new facility once construction and plans are complete. The preparation for these opportunities begins at the middle school level.

The goal of the Cave City Middle School Career and Collegiate Preparatory is to support the programs and opportunities currently offered through the high school charter. Beginning to focus on the importance of the ACT and laying the foundation for the skills tested will increase ACT scores for students. The middle school charter goals focus on giving economically disadvantaged students a real chance at changing the cycle of poverty by increasing ACT Aspire scores which in turn predict future ACT scores, providing personalized support for students and parents, and creating hands-on experiences that prepare students for future career choices. Higher ACT scores open doors to lower costs on tuition and degree programs.

**10. For elementary charter schools, provide a proposed daily schedule for all grade levels indicating the classes that will be provided for a one week time period. For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.**

As the sole feeder into the high school charter, the middle school is in a unique position to help. The challenges faced by the high school are now also a concern for the middle

school. Graduation rates, getting students prepared for readiness in career and college, creating self-sustained and independent citizens, and improving the overall standard of living in our community all become relevant. Current courses taught at the middle school (see attachment 8):

### Middle School Grades 6-8

#### **6th Grade:**

Required-  
Language Arts  
Math  
Science  
Social Studies

Electives-  
Athletics  
Study Hall/Student Support/Guided Study  
Art  
Band  
PE  
Math/Literacy Lab

#### **7th Grade:**

Required-  
Language Arts  
Math  
Arkansas History/Geography  
Science  
PE  
Health  
Keycode  
Interventions (Science, Math, Literacy Lab)

Electives-  
Intermediate Band  
Art  
Robotics  
Intro to Film  
Athletics  
Band

#### **8th Grade:**

Required-  
Language Arts  
Math  
Science/Advanced Science  
Social Studies

Career /development  
Interventions

Electives-

Art/Advanced Art/Pottery  
Band/Advanced Band  
Film Editing/Production  
Health Science Lab  
Athletics  
PE  
Health  
Foreign Language

**Possible electives offered by grade level in addition to the electives already being offered:**

Accelerated core course sequence for 7th and 8th grade students who score Exceeding on ACT Aspire and above grade level on iReady Diagnostics

- Advanced Math
- Algebra I (high school credit)
- Health (high school credit)
- Advanced Physical Science (high school credit)

Advanced core course opportunities, aligned with Accelerated course sequence:

Students scoring *Exceeding* on Act Aspire and above grade level on iReady Diagnostics can take the next grade level course in the sequence. Students' grade level does not dictate which level of the class they will be enrolled. This option is available for 6th, 7th, and 8th grade students and opens their schedule to take accelerated courses.

**Possible Agri/Technical courses for 7th and 8th grade:**

- Surveys of Agriculture (high school credit, foundational course)
- Intro to Construction (plumbing, electrical, woodworking, blueprints, etc.)
- Small Engines
- Family and Consumer Science (high school credit, foundational course)
- Computer Business Application (high school credit, foundational course, certification available)
- Intro to Radio (high school credit, foundational course, certification available)
- Intro to Television (high school credit, foundational course)
- Scrub Club (certification available)
- Medical Terminology (high school credit)
- Plant Science/Green House management
- Everything Google (certification available)
- Drivers Education (age requirement, license available)
- Life Skills

**Agri/ Technical courses for 6th Grade Wheel:**

- Everything Google (certification available)
- Ag Shop safety/wood working (foundational course for all middle school who want to take an Agri course)

**11. Describe the educational program to be offered by the charter school. Include a description of the curriculum, programs, and instructional methods used to support core classes. The curriculum should be aligned with the Division of Elementary and Secondary Education curriculum standards.**

The educational programs including curriculum and course sequences are aligned with the Division of Elementary and Secondary Education curriculum standards. The instructional strategies used are evidence-based and data-driven. The following programs are categorized into three areas and are aligned with Cave City High Career and Collegiate Preparatory School. Curriculum and instruction, educational programs, and support programs were developed in support of core courses and to realize the mission of the proposed charter: academic excellence, personal Excellence, and preparation for future choices.

***I. Curriculum and Instruction***

To ensure academic excellence, the proposed charter will continue the use of data-driven instruction in every classroom. This data will be gathered using the established multiple data points and will be used in three main ways: (1) to create goals for individual students via the SSPs, and (2) set interventions to meet academic needs of students, and (3) guide instruction in every classroom. RTI teams are in place to analyze the individual needs of students and make recommendations.

CCSD ensures that all curricula are aligned with the Arkansas Department of Education's educational standards and strategic goals. Middle School staff will implement *the Understanding by Design Framework* (J. McTighe, G.Wiggins, 2012) planning process to guide curriculum, instruction, and assessment in the classroom. Staff will also adhere to the PLC design laid out in *Leading a High Reliability School* by Robert Marzano, Cameron Rains, Phillip Warrick and Richard Dufour. Staff will receive ongoing professional development in collaboration with specialists from Northcentral Arkansas Education Cooperative. PD will be embedded throughout the school years to ensure support for the *High Reliability Schools* frameworks and PLCs. These are critical components as the school focuses on the implementation of RISE, Dyslexia Connections/Interventions, as well as an online curriculum to meet the needs of all students with specific attention on economically disadvantaged students.

The proposed charter will continue to utilize iReady, Reveal Math, and Edmentum (Study Island and Exact Path). These curricula are aligned with Arkansas State Standards and are also used as tools to gather data that will drive instruction. Edmentum is used for Science diagnostics and interventions and is not perfectly aligned specifically with Arkansas State Standards; however, the skills accessed are aligned with ACT Aspire. Additionally, enrichment resources will be utilized to support literacy, science, and math including No Red Ink, Grammarly, and Schoolastic online

resources.

## ***II. Educational Programs and Pathways***

The following course sequences were created in collaboration with local colleges, businesses, and industrial leaders. The course sequences provide a flexible schedule where students can take courses and electives that enrich their school experience. Offering courses at the 7<sup>th</sup> and 8<sup>th</sup> grade level that satisfy a high school credit, along with embedded and online course offerings will create scheduled time for students to explore courses that are aligned with their interests and future goals.

CCSD understands that middle school students need to explore career avenues; therefore, students are not locked into one course sequences. Students may pick and choose courses and can change their SSPs at any time with parental consent. It is possible for students to be involved with more than one pathway at a time during 7<sup>th</sup> and 8<sup>th</sup> grades. Some courses will be offered as a wheel course or may be offered as a semester courses. Other pathways will be developed to meet student interests as needed.

The proposed charter will offer 3 distinct course sequences through which 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will be served: Agriculture/industrial sequence, Pre-Med/Health care sequence, Advanced/Accelerated course sequence. All pathways are aligned with programs offered through the high school charter and will be laid out in individual SSPs. The pathways are in addition to the 4 core subject areas, ACT support prep courses, and student support services which are all required for every CCMS student.

- A) **Agriculture Course Pathway** (see attachment 6): Students within this pathway will enjoy a diverse curriculum to simulate real-life problem-solving skills and foster teamwork. 6<sup>th</sup> and 7<sup>th</sup> grade students will explore the different avenues of Agriculture through a series of Wheel courses: Introduction of Greenhouse Science/ Plant Science, Small Engines, Plumbing, Electricity, Wood working, Safety, Farm Business: Poultry-Cattle-Small animal. 7<sup>th</sup> and 8<sup>th</sup> grade students will have access to the Agriculture Wheel, Surveys of Agriculture & Animal Science for high school credit. In this sequence, students can explore interests that may lead to high school programs: Welding Technical Certificate UACCB, Animal Science, and an even AA in Agriculture/AG Business through Ozarka. This sequence supports the high school charter goal of increasing the number of students achieving technical certifications upon graduation to increase chances of obtaining meaningful employment above minimum wage after graduation.
- B) **Pre-Med programs and Certifications Pathway**(see attachment 6): This course sequence was developed in collaboration with White River Medical Center (WRMC) and the University of Arkansas Medical Center (UAMS). Local experts are committed to assist in making this sequence meaningful for the students to include: Cave City Pharmacy, Fore Family Practice, Bailey's Butcher shop, and the Cave City Nursing Home. This pathway allows students to explore

the different options within the medical field where job shadowing, observations, and certifications are built into the curriculum. Initial course offerings include Health Lab Science (Scrub Club)-semester course, Med Terminology- semester course, Advanced Health- semester course, and Advanced Science-full year course. These courses lay the foundation for students entering the Certified Nursing Assistant program at the high school in collaboration with Ozarka and/or UACCB. The medical pathway courses support high school charter goal of increasing # of students graduating with technical certifications to gain meaningful employment above minimum wage upon graduation.

- C) **High School Credit/Accelerated Pathway**: The accelerated course sequence offers a more individualized pathway toward advanced and college credit courses in high school. The proposed charter will offer a curriculum rich with high school credit offerings. Given the individual SSPs, middle school students could enter high school with up to 5 credits that include: Physical Science, Surveys of Agriculture, Computer Business Applications, Algebra I, Health, Civics/Economics, and Intro to FACS. This pathway leads to an increased number of students taking college credit courses in high school and supports the high school charter goal of increasing # of students graduating with college credit.

### **III. Support Programs**

Student supports are embedded in each pathway. According to an ASCD study conducted by Eric Jensen (2013), students from low-income households are more likely to struggle with engagement in school. However, Jensen suggests there are some things we can do to help combat student engagement to include a focus on health and nutrition, enhanced academics with support, social emotional learning, and parents/community involvement. For the proposed charter, those factors will translate to Healthy Living, Educational Excellence and Student Support, Community & Parental Support, and Social Emotional Learning. Since 75% of the middle school student body economically disadvantaged, this support becomes a key component to student success.

#### **A) Healthy Living.**

The average BMI for Cave City students is above average. It is important that students learn healthy living, eating, and physical activities that will create a lifelong interest in staying healthy and managing stress. The proposed charter will do this through enhanced physical education and life skills courses.

- 1) ***Enhanced Physical Education.*** In an enhanced physical education course, students will find training in the form of athletic equipment, outdoor obstacle courses, fitness apps, school running clubs, and yoga. Yoga has been specifically shown to increase metabolic controls so children can better manage themselves (Jensen, 2013). Students will receive a school-administered physical fitness exam conducted by school nurses on staff, and set individualized fitness goals. Students will use fitness apps to track and monitor their progress toward their goals. Met goals will be celebrated and recognized

throughout the school year. Coaches and PE instructors will help students stay on track and focused on their goals. Celebrations may include taking advantage of our local outdoor recreational activities: Hiking on Cave City's nature trail, jogging at the city park, trip to Independence County Community Aquatic and Fitness Center, climbing ropes at Lyon College, bike riding on the many nature trails at Lyon College, or fishing at the Cave City Nature Park.

- 2) *Life Skills, Culinary/Food Science.* A Life Skills course will be offered as a wheel class to incoming 6th as well as 7th and 8th grade students. Incoming 6th grade students will receive life skills in the form of hygiene, personal space, healthy food choices, social media etiquette, anti-bullying, and self-esteem. 7th grade students will receive life skills in the form of proper housekeeping/cleaning how-to skills like washing machine usage, dishwasher usage, clothes dryer usage, dining etiquette, stove and kitchen safety, safe culinary food preparation. 8th grade students will learn life skills in the form of finances/budgets, bank accounts, savings accounts, loan, stock market, interest rates, paychecks and taxes.

**B) Educational Excellence/Student Success Support.**

Student educational excellence and success will be guided by a living SSP. Student success should be complete with short-term and long-term goals. For example, to make the goal of earning at least a 21 on the ACT in 11th grade obtainable, the following support structures are in place.

Cave City Middle School Career and Collegiate Preparatory understands the importance of an ACT score above a 21 for Cave City students. ACT Aspire prep courses will be offered for 6th, 7th, and 8th grade students, ACT Prep courses will be offered for 7th and 8th grade students who chose to attempt the ACT. According to a longitudinal study by Dr. Jeff Allen (2016), students who attempt the ACT in 7th grade will statistically have high scores on the 11th grade ACT (the scores are correlated but not determined as cause and effect). The proposed charter understands that raised ACT scores open doors for all students, and particularly economically disadvantaged students. For this reason, the proposed charter will offer several systems of support: guided study, interventions, and virtual tutoring.

- 1) *Virtual Guided Study afterschool:* The proposed charter will provide a guided study hour as well as an online virtual tutoring session for students who are taking courses online/off-campus. A guided study hour will be designated for virtual students to come to campus and utilize school resources such as computer labs, internet, printers, and library. Virtual tutoring will be offered Monday -Thursday from 4:30-5:30 where students will receive instruction/support from certified teachers in real-time via Zoom or Google Meets. Regular afterschool tutoring will still be available.
- 2) *Interventions:* An intervention hour is built-in to each student's schedule. Based on multiple data points, students may need extra practice on specific skills in order to work independently on grade-level curriculum. Students who are statistically performing under grade-level will receive specific instruction/practice/support to raise them to grade level performance. Students



who score *In Need* or *Close* may receive interventions to gain the skills, knowledge, and confidence needed to raise their chances of scoring 21 or higher on the ACT.

**C) Community & Parents**

Community involvement is a critical piece of the middle school charter. Career fairs will be held organized by the school counselor. The Medical Career Fair will focus on local guest speakers from the medical field (both certified and non-certified positions available in the medical and emergency fields). The Technical Career Fair will focus on local guest speakers in the technical areas like plumbing, electrical, poultry farm business, construction, welding, police force, etc. The Professional Career Fair will consist of local guest speakers from the Banks, Business offices, Insurance offices, Colleges & Universities, Lawyers, WRMC, UAMS, and Ozarka. Parents will also be involved in organization and support for career fairs.

**D) Social Emotional Learning**

I'm Possible/BeYou. This initiative involves teachers, Cave City alumni, and the study of 7 Habits of Highly Effective Teens. Teachers share with students their personal stories of beating the odds and overcoming challenges to get to where they are in life. It is our opinion that every person has a story to tell. With the *I'm Possible* initiative, students can hear stories from people they know who have beaten the odds. Teachers and school employees will wear shirts that read "I'm possible, ask me about my story" to engage students in hearing stories of perseverance from people they know and trust. Cave City alumni will be invited as guest speakers to share their stories of grit and determination. This coincides with the study of the book 7 Habits of Highly Successful Teens. CCMS Counselor will conduct a book study with students to implement the 7 habits into their lives. The BeYou initiative is developed in conjunction with school counselors, parents, and life coaches. BeYou encourages self-esteem to embrace and accept yourself. For pre-teens and teens, these initiatives become vital as they mature and grow. The initiative will house two major components, (1) Fostering a culture of acceptance, and (2) trauma-informed education resources. Every student will complete this study before leaving the middle school.

**12. Describe how the key features of the program will be afforded.**

Specific Item, Program or Service	Estimated Cost	Funds Used to Pay for Item, Program or Service
Agriculture pathway	Materials, Green House, Course supplies, Certification Costs \$100,000.00	Reduction of prior year's expenditures
Medical Profession Pathway	Materials, Supplies, Certification Costs \$11,000.00	Annual Community Support: WRMC, UAMS as well as district reduction of prior year's expenditures

Student Support Services	Social Emotional Learning supplies, Trauma Informed Education Professional Development for staff, Enhanced P.E. Equipment, Supplies  \$10,000.00	Reduction of prior year's expenditures

**13. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.**

The primary reason for the charter request is two-fold. First, Cave City High Career and Collegiate Preparatory School model is a great success. Parents and community members often ask CCSD leaders when the charter model will expand into middle school. The expectation is that, with such a successful charter established, the expansion into the lower grades is the next logical step of progression. Cave City Middle School has not traditionally had programs in place that directly support the College and Career pathways offered at the high school. We feel the programs developed for the proposed charter create avenues to help meet the specific needs of individual students and better prepare them to make academic and practical decisions as they enter high school. The days of providing a blanket educational experience in middle school have grown into individualized opportunities for students to explore future choices.

Second, the request for a middle school charter shows that CCSD is committed to the betterment of our community. The established charter is working, and the community recognizes the positive impact the charter has on the lives of students and the local community. CCSD has students graduating with certification that prepare them for work immediately upon graduation. The students who normally would not have a plan after high school, now have an avenue of success. The request to expand the established model to the lower grades illustrates that the district is united in the effort to increase the overall standard of living in our community.

The alignment of the two campuses also confirms to current students the dedication the district has to them as individuals. We take great pride in the success of all students both academically and personally. It is important to note that the economic status of CCSD students does not change after graduation. It is for this reason that the middle school be a support agent of change within the community.

The proposed charter is the sole feeder into the high school and for this reason, CCSD would like to align the proposed charter with the established high school charter. The district grasps that the mission of the proposed charter is ambitious; however, the charter idea has much support from parents and the community. CCSD recognizes that

the mission of the proposed charter cannot be realized in a traditional school setting and thereby requests charter status to ensure the flexibility needed to pursue such a mission. The waivers requested are for seat time, minutes in non-core subjects, teacher licensure requirements, and flexibility in scheduling.

**14. Explain how the charter school will have more autonomy than traditional schools in the district in the following areas:**

**a. Employing personnel**

Currently CCSD is made up of three campuses to include one elementary, one middle school and one high school. Cave City High School Career and Collegiate Preparatory is located on the high school campus. The proposed charter will be housed on the middle school campus. The charter status will allow the middle school to work under the same autonomy as the established high school charter. This autonomy includes the selection of new employees, both certified and classified. The district is requesting a waiver to allow the employment of Arkansas Qualified Teachers who are not licensed teachers.

**b. Developing and controlling the charter school budget**

The proposed charter school will follow on-site budgeting policy that will allow members of CCMS personnel the autonomy to make budgetary decisions and not have to work within the constraints of getting an approved purchase order for every purchase. The budget will follow guidelines set by the school's improvement committee as well as building-level leadership. Budget priorities will be determined at the district level. CCSD is a fiscally sound district, all budget decisions will be made collaboratively by the building-level and district leadership teams.

**c. Managing day-to-day charter school operations**

CCSD has an established administration that will handle the day-to-day school operations. The principal, Assistant Principal, school counselor, and charter director will work collectively to oversee the financial, personnel, resources, and physical facilities. This team will also oversee course sequence options, certification opportunities, embedded courses, and online courses. CCMSC is the independent feeder program for the high school charter program and will work collaboratively with that charter to ensure students are prepared for future life choices.

**d. Developing and controlling the school calendar**

Cave City Middle School Charter will follow the established district calendar; however, the proposed charter will have autonomy in decision-making capabilities to determine a campus calendar that best meets the needs of all students as needed.

**e. Other areas of autonomy to be afforded to the charter**

Building leadership teams will have the autonomy to make academic and practical

based upon the needs of current students. CCMS has three grade levels; incoming students may have different needs each year. CCMS will adjust programs, deadlines, management decisions based on the needs of current students.

**15. Describe the school improvement plan by addressing the following:**

- a. Explain how and how often the licensed and non-licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria and evaluating the effectiveness of the improvement plan.**

Students, parents, licensed, and non-licensed employees will continue their roles as critical members in the school improvement plan. These stakeholders will work together to be a creative force behind the SLIPS. In order to inform and involve all partners, the proposed charter will continue to host community meetings. During these meetings, school leaders are informing stakeholders of our school data, adjusting goals for the middle school charter, and gaining feedback.

We will evaluate the effectiveness of the improvement plan continuously throughout the school year through nine-week evaluations performed by the students, staff, and parents. The committee will meet to disaggregate performance criteria data from multiple data points and adjust the improvement plan as needed. At the end of the year the committee will complete an overall evaluation of the improvement plan effectiveness and offer reflections and/or suggestions. As always, the improvement plan will be aligned to national and state literacy and math goals and available for view through the district website.

- b. Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the stated educational goals.**

The proposed charter model will align with ADE's vision for Excellence in Education, Arkansas State Standards, ACT Aspire standards for College and Career Readiness, as well as the determined overall goals of the high school charter. The charter school will utilize *Indistar* to develop and assess the overall progress of meeting state educational goals, as well as including stakeholders in the development and review processes.

The proposed charter school model will improve student learning by providing an individualized approach to their middle school experience. By providing students opportunities for academic and technical course exploration and an earlier access to their individual educational goals, the charter will meet the campus SLIP. The charter will also allow middle school students to be better prepared for the high school charter program in that we will be able to provide a larger variety of occupational avenues for students to explore with special focus on economically disadvantaged students gaining experiences that will help break the cycle of poverty.

**16. Describe the ongoing process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards as adopted, and periodically revised, by the State Board of Education.**

One way the proposed charter will ensure all materials are aligned with Arkansas Academic Standards is through meaningful and relevant professional development for faculty. The charter will provide time for faculty to collaborate to develop cross-curricular lessons and participate in PLCs as established by the High Reliability School model in order to support a holistic approach to education within our campus. We will also conduct monthly curriculum meetings to reflect, plan, and adjust accordingly. Teachers will have support through ongoing professional development for curriculum alignment. CCMS charter programs will align with college and career readiness standards as well.

**17. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:**

**a. Guidance program**

CCSD currently has three full-time counselors, the CCMS campus has one full-time counselor that serves grades 6-8, and one career and college coach that serves grades 7-12. The counselors and career coach will work closely with students on their SSPs and participate in a PLC to ensure the alignment of the guidance program. The proposed charter students will continue to be eligible for all guidance programs and school based mental health programs. The proposed charter model has an additional student support component that expands on the mental health services currently offered.

**b. Health services**

CCMSC students will continue to have access to CCSD health services. Currently, CCSD has one full time nurse and two part time nurses. The full-time nurse is housed on the middle school campus. In addition, the local medical clinics offer services for CCSD students via athletic physicals, and well-ness check-ups on district designated days. Current CCSD nursing staff has a medical building where they are able to quarantine students until parental contact and arrangement for pick-up has been made.

**c. Media center**

The proposed charter students will continue to have access to the campus media center which is well equipped with computers, printers, iPads and projectors. The media center is housed in the center of campus and offers students a variety of online, hardback, and paperback options. Each middle school student has a Learning Ally account and has access to hundreds of free online books, the program also offers a 'read-to-me' feature that allows dyslexia students the ability to have their book of choice read to them. The media center focuses on 21st century student skills. The middle school

media center works closely with the new Cave City Community Library, the district provides after school transportation where students are offered the opportunity to visit the city library after school once a week. Students can get a library card and develop a lifelong relationship with the city library.

**d. Special education, including appropriate state assessments for special education students**

The proposed charter will comply with federal and state law regarding the identification, evaluation, and appropriate assessment of students with disabilities. The district uses a comprehensive Psycho-educational evaluation system. Students who are identified for special education services will receive services as established in their current individualized education plan (IEP). To best support and serve the needs of individual students, all certified teachers and aids will explicitly follow the criterion presented in the students' IEP. Each quarter the special education teacher, student, parent, classroom teacher, and administrator will have a meeting to evaluate the effectiveness of the IEP and to adjust goals and services as needed. Current services are in compliance with state and federal laws and guidelines.

**e. Dyslexia services**

The proposed charter will continue to adhere to the current CCSD Dyslexia plan. The current dyslexia intervention program used is Connections by The Apple Group. The district worked closely with the Northcentral Educational Cooperative specialist Rhonda Taylor to ensure that Connections is being delivered to students with fidelity at all levels. Dyslexia students receive interventions during the school day and after school per parental request. Interventionists have received the state mandated training and follow the pathways set forth by Connections.

**f. Transportation**

Transportation will be provided by the Cave City School District. The proposed charter will comply with all transportation rules and regulations.

**g. Alternative education**

The proposed charter will continue to offer an Alternative Learning Environment for students who are at risk. CCMS uses an online core curriculum provided via APSRC for the four core subjects. At risk students get extra attention from certified teachers for tutoring; the goal is to get these students back on grade level and in mainstream classes with their peers as soon as possible. The proposed charter programs target at risk students; therefore, the focus for ALE students is to participate in the charter programs and develop their interests as the progress to the high school charter school. CCSD believes that ALE students should graduate on-time with a value-added diploma.

**h. English Language Learner (ELL) instruction, including appropriate state**

## assessment for English Language Proficiency

The proposed charter will continue to utilize the ELPA21 portal for ELL screening, testing, and data. Using current resources and programs, the proposed charter will continue to provide English Language Learners with instruction in written and verbal communication so they may flourish both academically and socially. A highly qualified ELL teacher will provide individualized instruction and assist ELL students in developing and reaching the goals set in their SSPs. In addition, modifications will be provided in the classroom and on assessments as required.

### i. Gifted and talented program

The proposed charter students will continue to receive gifted and talented services provided by CCSD. GT students' will be encouraged to participate in enrichment programs developed by the campus GT coordinator and participate in the accelerated course sequences. Utilizing students SSPs, the current gifted and talented instructor will coordinate all appropriate services.

## 18. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

The proposed charter is the only source of instruction for students in grades 6-8 within the CCSD. Therefore, any student who seeks to be enrolled, including virtual students, school choice students, and legal transfer students will be accepted into the proposed charter school. CCMS enrollment numbers have historically held steady with a standard deviation of 5%. Using this information, the projected cap was set at 375 students. If the need arises for that enrollment cap to be increased, CCMSC will petition the State Department of Education for an expanded enrollment capacity. CCMSC will continue to advertise services via social media platforms, radio and television advertisements, and local newspapers.

## 19. It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306 (14)(C).

Yes

No

## 20. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools. Describe their experience.

Steven Green, Superintendent (Cave City Career and Collegiate Preparatory School)

Marc Walling, Principal (Cave City Career and Preparatory School)  
 Jamie King, Assistant Principal (Cave City Career and Preparatory School)  
 Cheryl Bell, Middle School Assistant Principal (former Charter School Director, Cave City Career and Preparatory School)  
 Vickie Green, High School Counselor (current Charter Director, Cave City Career and Collegiate Preparatory School)

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**21. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.**

<b>ADMINISTRATORS</b>	
Superintendent/Director, CEO/CFO/COO, Principal, etc.	
<b>Reports to</b>	Principal and/or Assistant Principal (reports to Superintendent)
<b>Salary Range</b>	\$61,250-\$79,862
<b>Education Required</b>	Master's Degree in Educational Leadership or equivalent
<b>Certification Required</b>	Building Level Administrator (k-6, 7-12)
<b>Experience Required</b>	Prior experience in leadership position
<b>Job Duties</b> List up to 5 key duties	<ul style="list-style-type: none"> <li>•Execute and oversee the mission of the proposed charter</li> <li>•Conduct faculty, parent, student, and community meetings</li> <li>•Supervise and evaluate staff</li> <li>•Promote a safe and secure school climate conducive to student learning</li> <li>•Maintain a culture of high expectations for staff and students</li> <li>•Improve student achievement by focusing on the quality of instruction</li> <li>•Monitor the implementation of SSPs</li> <li>•Analyze student data using multiple data points to enhance student learning and drive classroom instruction</li> </ul>

<b>TEACHERS</b>	
Classroom, Special Education, Gifted and Talented, Instructional Facilitator, Technology Specialist, etc.	
<b>Reports to</b>	Principal



<b>Salary Range</b>	\$34,250-42,200
<b>Education Required</b>	Bachelor's Degree or higher in related educational field
<b>Certification Required</b>	Valid teaching license for appropriate grade level and content area
<b>Experience Required</b>	College teacher education program completion or related program experience (MAT, APPEL, etc)
<b>Job Duties</b> List up to 5 key duties	<ul style="list-style-type: none"> <li>•Fosters a positive climate for student success in the classroom</li> <li>•Participate in PLCs to align curriculum, implement research-based instruction methods, prepare students for ACT Aspire via Arkansas State Frameworks and ACT Aspire standards for College and Career Readiness</li> <li>•Maintain classroom structure and management, give appropriate and timely feedback for student improvement, establish an atmosphere of respect and enriched learning</li> <li>•Differentiates instruction</li> <li>•Mentor students and parents in developing SSPs</li> </ul>

<b>SUPPORT STAFF</b> Secretary, Nurse, Bus Driver, etc.	
<b>Reports to</b>	
<b>Salary Range</b>	
<b>Education Required</b>	
<b>Certification Required</b>	
<b>Experience Required</b>	
<b>Job Duties</b> List up to 5 key duties	

**22. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting systems of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.**

Yes

No

**23. It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).**

Yes

No

**24. Describe the facilities to be used. Give the present use of the facility.**

The Cave City School District is located along Main Street in downtown Cave City. The school has been the heart of the community since its beginning in the early 1900s. In 2004, the district annexed with Evening Shade School District. The added students created a need for district expansion, and the 7-12 grade levels were split into a 6-8 middle school and a 9-12 high school. The current middle school campus is housed on the former 9-12 campus and is made up of 3 buildings: music building, the gymnasium, and the main building which houses the core and elective classrooms as well as the cafeteria. The middle school serves approximately 290 students grades 6-8, the grounds and facility are well maintained and the media/library recently went through a remodeling upgrade. The middle school shares two spaces: the cafeteria space is shared with the 5th grade elementary students and the gymnasium is shared with high school students. CCSD currently has no plans to expand the middle school facilities;

however, the district plans to remodel the agriculture/shop area to accommodate the new programs offered via the proposed charter. In addition, as student growth happens the district would expand on the current building model by adding space and classrooms as needed.

**25. The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.**

Yes

No

**26. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.**

**27. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.**

The proposed charter will continue to adhere to the provisions of the National School Lunch Program. Currently, CCMS students are offered breakfast, 2nd chance breakfast, lunch, and Grab-n-Go snacks for receiving after school tutoring or interventions. The district will continue to provide these services. CCMS offered meals-to-go that were delivered to families in need during the shutdown of the district buildings due to COVID-19. Meal delivery services continued through the month of June. With 77% of the district qualifying for free and reduced lunches, the proposed charter will continue to ensure that the nutritional needs for all students are met on campus. Meal delivery services will again be offered in the event the district buildings are once again closed due to COVID-19.

**28. Explain how the success of the charter school will be ensured if changes in leadership occur.**

CCSD is in a unique position in that a successful charter school model has been established within our District and Community. With the success of the high school charter, staff and students expect that the charter programs and opportunities will continue to be offered within CCSD. CCSD has 16 staff members who are certified building administrators. Since all current administrators started in the district as

classroom teachers, it serves to assume that the next wave of administrators will likely come from current staff members. As the need for future leadership in the district and charter schools arises, current leaders will provide instructions and guidance to new leaders on how to maintain the current charter. The charter 'torch' will be passed to the new generation of leaders.

CCSD Board currently holds a Master Board Certification through ASBA. Newly elected members of the Board will be expected to maintain this level of professional leadership. CCSD board president and the district superintendent will provide ongoing support and training for new board members. In addition, CCSD Board of Education works closely with the district superintendent and building principals to ensure that the goals of the district are being met, and the charter model plays a big role in realizing these goals.

**29. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.**

The nearest school district to CCSD, is geographically 15 miles away. Cave City schools will operate in a manner that maintains a desegregated school district and in a way that does not impede on any other district's ability to maintain a desegregated school district. CCSD is not under any federal desegregation order or court-ordered desegregation plan, neither are our surrounding districts. Nothing in the operation of the proposed charter will hamper, delay, or in any manner negatively affect the desegregation efforts of any public-school districts in this state. CCSD will continue to serve in compliance with all applicable Arkansas laws.

**30. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.**

<b>Waiver Topic #1</b>	Planned Instruction Day
<b>Arkansas Code Annotated</b>	6-16-102: School Day
<b>Standard for Accreditation</b>	1-A.4.2
<b>ADE Rules</b>	

<b>Rationale for Waiver</b>	CCMS students will complete a Student Success Plan for middle school, to help meet the goals for some students; CCSD is requesting a waiver of the Planned Instruction Day requirements. With options of acceleration and enrichment that meet all curriculum requirements, instruction may be provided in less than thirty (30) hours of instruction per week. Since the current Middle School and High School are on different campuses, bell schedules are not synched. The estimated travel time is 7 minutes, and the bell schedule for each campus is roughly 7 minutes apart. Therefore, instruction time for some courses will be reduced by 70 minutes per week. In a typical 6-hour instruction day, instruction for that course may be provided in less than 55 minutes resulting in less than 30 hours of total instruction per week. Due to the course being taught on a different campus, it will be hard to make up the lost instruction time (see attachment 7).
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<b>Waiver Topic #2</b>	Teacher Licensure
<b>Arkansas Code Annotated</b>	6-15-104: Qualified Teachers in Every Public School Classroom 6-17-309: Employment and Assignment Certification-Waiver 6-17-401: Teacher’s License Requirement 6-17-902: The Arkansas Teacher’s Salary Law-Definitions 6-17-919: The Arkansas Teacher’s Salary Law-Warrants Void Without Valid License and Contract
<b>Standard for Accreditation</b>	4-D.1
<b>ADE Rules</b>	Section 7 only of Rules Governing Educator Licensure
<b>Rationale for Waiver</b>	The Applicant is requesting this waiver in the event it becomes necessary to utilize an individual outside our current certified staff. CCSD needs this waiver in order to utilize an individual who is employed by a higher educational institution or a technical institution who possess outstanding credentials and/or work history but do not hold a valid Arkansas Teaching License. Any individual utilized in this manner will meet all other requirements, such as Highly Qualified Teacher status, criminal background checks, and Child Maltreatment Registry Checks. All teachers, including Special Education, will meet Arkansas Highly Qualified Teacher Requirements.

	<p>This waiver may be used when no other option is available. This waiver will allow CCMS student to take Agriculture and other technical courses of interest that might not otherwise be available to low income/poverty students in a traditional middle school setting. The flexibility will also help meet the goals set in students' SSPs. This waiver will be used mostly (if not totally) for instruction of non-core courses. In the event CCMS employs a non-licensed expert to teach on campus, CCMS will provide training for the non-licensed instructor to help them acclimate to the classroom setting.</p> <p>This waiver will help CCMS meet the goal to increase the number of students who enter high school with certifications and knowledge of technical programs offered through the high school charter.</p>
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<b>Waiver Topic #3</b>	Class Size and Teaching Load
<b>Arkansas Code Annotated</b>	6-17-812: Teachers' Salaries Generally- Compensation for Teaching More Than the Maximum Number of Students Permitted
<b>Standard for Accreditation</b>	1-A.5
<b>ADE Rules</b>	Class Size and Teaching Load
<b>Rationale for Waiver</b>	The applicant is requesting this waiver to the extent it may be necessary to exceed the 30 student per hour limit for teachers. When considering growth anticipated through the new charter, without this waiver, CCSD will be forced to hire a new teacher mid-year. CCSD may utilize this waiver during the instruction year but will not use the waiver unless absolutely necessary. CCSD will not exceed teacher load to more than 32 students per class period and not over 150 students per day.

<b>Waiver Topic #4</b>	Media Center and Media Specialist
<b>Arkansas Code Annotated</b>	6-25-103: Library Media Services Program 6-25-104: Library Media Specialist
<b>Standard for Accreditation</b>	4-F.1; 4-F.2
<b>ADE Rules</b>	

<p><b>Rationale for Waiver</b></p>	<p>CCSD is required to have a Licensed Media Specialist overseeing the library during school hours. The applicant is seeking a waiver of this requirement in order to utilize a library aide to manage hourly duties as assigned by the Media Specialist. This aide will allow the Media Specialist to leave the library for an hour at a time to focus attention on assisting charter students with writing interventions, SSPs, and meeting the individual needs of students. The waiver will also allow the Media Specialist to work with staff in locating resources for classroom instruction and instructional materials concerning career exploration. The Library Media Center will be an environment rich with resources, support, and flexibility where anytime/anywhere learning transpires complete with a certified Library Media Specialist or a trained Library Aide available during school hours. The Library Aide will receive professional development in classroom management and will train alongside the current Library Media Specialist to learn the library systems, rules, and procedures that are in place.</p> <p>This waiver will allow Cave City Middle School the flexibility to utilize the Library Media Specialist outside his/her statutory role, and will allow administration to use an aide (employee of CCSD) to fulfill some of the required functions of the Library Media Specialist. For example, Cave City Middle School Library Specialist is certified to teach Literacy, this waiver will allow CCMS to have an aide in the Library to free up the current Librarian in order to offer additional intervention opportunities for students.</p> <p>The waiver will not result in reduction of services nor access to the library materials for charter students. The waiver will help CCMS meet the goal of increasing the number of students who are performing on grade-level before they enter high school.</p>

<p><b>Waiver Topic #5</b></p>	<p>Minutes Required in Non-Core Courses (art, music). Ability to Blend 6th and 7th, or 7th and 8th grade students in the Same Grade Level Course.</p>
<p><b>Arkansas Code Annotated</b></p>	<p>6-16-130: General Provisions- Visual Art or Music- Section:  (b) A student enrolled in grade seven (7) or grade eight (8) shall participate in:</p>

	(1) Visual arts instruction, appreciation, and application; or (2) Performing arts instruction, appreciation, and application.
<b>Standard for Accreditation</b>	1-A.1.2.5
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	<p>This request is twofold (1) To facilitate student success plans, enhance interventions, and support student learning CCSD requests a waiver for minutes required in non-core courses. (2) To better serve student interests by increasing the course offerings that will lead to future career choices, certifications, and high school completer programs.</p> <p>Fist, the Applicant seeks this waiver to ensure flexibility in students' daily schedules. This waiver will allow for double blocking students in Math, Literacy, and Science and/or provide opportunities to place students in higher-level courses.</p> <p>Students not on track for career and college readiness would receive double blocked instruction in core subjects. One block will be grade-level content and the supplemental block will be used as intervention time for that subject area and will be based on student need and not grade level. This time will be utilized to close gaps in the curriculum and bring students to mastery level. Multiple data points and teacher recommendation will be used for placement decisions. Students will be able to move in and out of interventions as they master the skills required.</p> <p>In contrast, students who show mastery level skills of grade level content will have the opportunity to move into an accelerated pathway. For example, if an 6th grade student scores Exceeding in Math on the 5th grade ACT Aspire, performs on advanced grade level on iReady Diagnostics, and scores at least one grade level advanced on Exact Path Diagnostics then that student could be enrolled in 7th grade Math as a 6th grader. Then as a 7th grader, that student can enroll in 8th grade math, and as an 8th grade could enroll in Algebra I. This will create space in the student's future schedule and allow the student to take more advanced courses and college courses while in high school: AP</p>



	<p>Calculus, College Algebra, Statistics or even a college level math course on campus at Lyon, UACCB, or Ozarka.</p> <p>Second, this waiver request will not result in a reduction of Art or Music course offerings nor interrupt access for any student to take Art or Music if desired. Cave City Career and Collegiate Preparatory will continue to offer Art and Music at all grade levels; however, we request the requirement that every 7th and 8th-grade student receive instruction in Art or Music be waived. For example, if 8th-grade students choose to take an Agriculture course in place of an Art class, we want them to do that without penalty. This waiver will allow the applicant to increase course offerings that will permit students a choice between Art or Music and Agriculture or Health Care courses, leading directly to a CTE program of study at the high school level. The proposed charter is a small school, many teachers of elective courses are shared between middle school and high school campuses. Therefore, elective courses are often offered during the same period due to the limited number of elective teachers on campus. For this reason, the proposed charter may offer an Art elective and an Agri course during the same period forcing a student to forgo the Ag class that could potentially lead to a career.</p> <p>This waiver supports the charter goal of Increasing the number of students who complete a foundational/entry level course in Agriculture, FACS, and other Certification programs offered through the high school charter.</p>
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<b>Waiver Topic #6</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #7</b>	
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<b>Waiver Topic #19</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver Topic #20</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

**REQUIRED ATTACHMENTS**

1. Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:
  - a. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
  - b. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
  - c. The last publication date of the notice was no less than seven days prior to the public meeting.



## Appendix

1. Cave City School Board approval of charter application
2. Announcement of Public Meeting
  - a. Newspaper
  - b. Facebook
  - c. Proof of purchase
3. Cave City High School Career and Collegiate Preparatory data
4. Charter Public Meeting presentation slides
5. Middle School testing data and low-income percentages
6. Sample course flow-chart
7. Sample pathway to certification through University of Arkansas Community College at Batesville
8. Sample middle school schedule: current & after charter
9. 2020-2021 School Calendar
10. Letters of recommendation
11. Zoom meeting attendees



[ ]

**1. ATTACHMENT:** School Board Approval of charter application

Cave City School District  
Board of Education Meeting  
Monday, April 20, 2020  
Regular Meeting  
Minutes of Meeting

The Cave City Board of Educators met in regular session on Monday, April 20th, 2020 at 6:00 p.m. at the Cave City High School Library.

Board members attending were Ashley Beller, Dean Hastings, Jeff Eddy, Brandon Qualls (FaceTime), Bobby Sanders, Jon Hodges and Stephen Stauffer. Principal Marc Walling attended Board President Dean Hastings gave the welcome and called the meeting to order after thanking Mr. Bobby Sanders for accepting the appointment to the board at the March meeting. Motion made by Stephen Stauffer seconded by Ashley Beller to approve the previous minutes. 100% approved.  
Motion made by Jeff Eddy, seconded by Jon Hodges to approve the financial report. 100% approved.

Motion made by Ashley Beller, seconded by Jeff Eddy to approve equipment deletions. The deletions are a result of out of date or non-working equipment and some items that have been on fixed assets for years and did not meet the \$1,000 value when purchased. 100% approved

Motion made by Bobby Sanders, seconded by Jeff Eddy to appoint the following special program directors for the 2020-2021 School Year: Assign Vickie Green, Lori Laman, & Dr. Cheryl Bell as 504 Coordinators and Foster Care Liaisons; Dr. Bell as Equity Coordinator, Steven Green as Homeless Coordinator, APSCN Coordinator, and Federal Programs Coordinator; and Carrie Bullard as District Parent Engagement Coordinator. 100% approved.

Motion made by Ashley Beller, seconded by Jon Hodges to approve Dr. Cheryl Bell's request to allow her to apply for a new Middle School Charter and renew the High School Charter. This includes the approval of all necessary paperwork and steps involved, including meetings, hearings, etc. 100% approved.

***Motion***

Motion to adjourn by Stephen Stauffer, seconded by Jeff Eddy at 6:35 pm. 100% approved.

Date \_\_\_\_\_

Board President: \_\_\_\_\_

Board Secretary: \_\_\_\_\_



## 2. Announcement of public hearing and proof of purchase

# COMMUNITY

### FINANCIAL FOCUS

#### What should you do with an inheritance?

If you were to inherit a large sum of money, what would you do with it? The question may not be hypothetical, especially if you are in the middle of Gen X or Gen Z demographic groups. There's because the baby boomers often inherited as the richest generation in history - an period to transfer some \$10 trillion in assets over the next few decades, according to the consulting firm Aon Hewitt.

Of course, this is a "what-if" figure, and every one's situation is different. Furthermore, since baby boomers are living longer, more active lives, the total amount passed on may end up being considerably less than the estimate. Nevertheless, you may want to consider a medium-to-large inheritance scenario, and when that day arrives, you'll have to decide how best to use your newfound wealth.

Your first move may be to do nothing at all. Carefully speaking, you have enough time to decide how to handle the various elements of an inheritance, although if you are inheriting an investment vehicle such as an IRA or a 401(k) plan, you will eventually have to make some decisions about liquidation or withdrawal. (And since these accounts may carry tax obligations, it's a good idea to consult with your tax advisor before you act after you receive your inheritance.) But if a big part of your inheritance simply consists of cash parked in a bank account, there's nothing wrong with moving the money into a cash management account at a financial services company until you decide what to do with it.

However, after some time has passed, you may want to put your inheritance to good use. If you are already working with a financial advisor, you might

### SRACC to host BRW for Video Real Estate

The Spring River Area Chamber of Commerce will host a video real estate event on Thursday, July 16, located at 115 members to a Blue Ribbon

U.S. Senator John Boehner and Tom Conaway with Congressman Rick Crawford, French Hill, Steve Womack, Bill Bruce, Wisconsin Gov. Tony Evers, and Economic Secretary to the President, Steve Mnuchin will be in South with the support of the Arkansas Department of Transportation (ARDOT).

In support of the state's public transit systems, the grant - totaling \$42.7 million - comes from the CARES Act, which allows law in South with the support of the Arkansas Department of Transportation (ARDOT).

The CARES Act is coming to deliver help to transportation, including Arkansas. The transportation industry is facing economic challenges as a result of the coronavirus. These funds will help support the changing needs of transit agencies and ensure Arkansas can continue to use the vital services they provide," members said.

### ARDOT awarded \$42.7 million for COVID-19 recovery

U.S. Senator John Boehner and Tom Conaway with Congressman Rick Crawford, French Hill, Steve Womack, Bill Bruce, Wisconsin Gov. Tony Evers, and Economic Secretary to the President, Steve Mnuchin will be in South with the support of the Arkansas Department of Transportation (ARDOT).

In support of the state's public transit systems, the grant - totaling \$42.7 million - comes from the CARES Act, which allows law in South with the support of the Arkansas Department of Transportation (ARDOT).

The CARES Act is coming to deliver help to transportation, including Arkansas. The transportation industry is facing economic challenges as a result of the coronavirus. These funds will help support the changing needs of transit agencies and ensure Arkansas can continue to use the vital services they provide," members said.

### US Attorney's Office and IRS remind taxpayers of filing deadline; warn against scams

David Clay Franklin, Acting United States Attorney for the Western District of Arkansas and U.S. Internal Revenue Service Commissioner, announced today that the IRS will be issuing a notice regarding the July 15 filing deadline for taxpayers to report income for 2019. Taxpayers should be aware of the IRS's warning against scams. The IRS will not contact you by phone, email or social media to request personal or financial information. Taxpayers should be aware of the IRS's warning against scams. The IRS will not contact you by phone, email or social media to request personal or financial information.

### Virtual UAPB meeting to cover disaster assistance programs for producers

By Will Mathewsman, writer  
UAPB Board of Agriculture, Forestry and Human Sciences

Farmers who have had trouble during the COVID-19 pandemic can join a virtual meeting about U.S. Department of Agriculture (USDA) Farm Service Agency Disaster Assistance Programs to find out ways they can be compensated. Hosted by the University of Arkansas at Pine Bluff (UAPB) Board of Agriculture, Forestry and Human Sciences, the meeting is on Thursday, July 16, at 6 p.m. and will take place on the Zoom video-conferencing platform. "This meeting is intended for producers negatively affected by the

### Steve Thompson

Financial Advisor  
1467 Hwy 62/412  
Cherokee Village,  
AR 72529  
870-956-3255

### Cave City - The Cave City School District will hold a public meeting at 6:00 p.m. on Friday July 24th to receive input concerning Cave City Middle School's plans to apply for a conversion charter status. The meeting will be held via Zoom. For more information please call 870-283-5392.

### NOW HIRING

The Arkansas Department of Health is looking for nurses to help with COVID-19.

### University

Arkansas' only 100% online university.

### Dental Insurance

Check Areas is hiring a permit to start immediately on their Road and Maintenance Dept. There will be 20+ new road miles. More info with additional brochures.

## AREAWIDE MEDIA

HIGHWAY 62 EAST  
P.O. BOX 248  
SALEM, ARKANSAS 72576  
870-895-1207  
FAX: 870-895-4277

TO: Cave City Schools  
DATE: July 1, 2020

I, Jane Flynn, do solemnly swear that I am Business Manager of Villager Journal, and that the advertisement charged for in the attached invoice was published in said publication as follows:

1st insertion	1st day of	July, 2020
2nd insertion	8th day of	July, 2020
3rd insertion	15th day of	July, 2020
4th insertion	day of	
5th insertion	day of	

The cost of this publication is computed according to established rates and/or state law, whichever is applicable.

TOTAL PRICE \$96.00

*Jane Flynn*  
Business Manager

Subscribed and sworn before me this  
15th day of July, 2020

Cave City - The Cave City School District will hold a public meeting at 6:00 p.m. on Friday July 24th to receive input concerning Cave City Middle School's plans to apply for a conversion charter status. The meeting will be held via Zoom. For more information please call 870-283-5392.

*Debra K. Perryman*  
Notary Public

Notary Public  
State of Arkansas  
County of Fulton  
Debra K. Perryman  
My appointment expires June 15, 2021  
#1282103

AT&T 10:05 AM 89%

Cave City School District  
Jul 23

Cave City Middle School will host a public meeting regarding the application for a charter status for the school year 2021-2022. This meeting will be on July 24th at 6:00pm and is for charter information only. Information on COVID-19 plans for this school year (2020-2021) are in the works and will be coming soon. We look forward to hearing from you!

Cave City Middle School is inviting you to a scheduled Zoom meeting.

Topic: Cave City Middle School Charter  
Time: Jul 24, 2020 06:00 PM Central Time (US and Canada)

Join Zoom Meeting  
<https://zoom.us/j/97479670285?pwd=ZUdKUXZEWElhBzRkEdNsdGFSU3JGQT09>

You can comment as a top fan Get Badge

Write a comment... GIF





**3. ATTACHMENT: CAVE CITY HIGH SCHOOL CAREER AND COLLEGIATE PREPARATORY Data**

	AVERAGE ACT COMPOSITE	COLLEGE GOING RATE %		COLLEGE CREDIT ACCUMULATION %	
	All Students	ECON DISADVANTAGED	All Students	ECON DISADVANTAGED	All Students
2016	20.07	53.5	59.5	No data	No data
2017	20.22	52.5	58.5	54.6	56.9
2018	20.49	51.9	58.3	41.9	50.8

Data source

My School Info Cave City School District Achievement- College Entrance Report  
[Myschoolinfo.arkansas.gov/Schools/Details/6802007?FY=29&tabs=reports](https://myschoolinfo.arkansas.gov/Schools/Details/6802007?FY=29&tabs=reports)



## 4. Charter meeting presentation

### Cave City Middle School Career and Collegiate Preparatory

2021-2022 School Year

#### Key Program Features

<p><b>1</b>   Academic Excellence</p> <p>Accelerated Pathway                  Technical Pathway: Ag/FACS                  Pre-Medical Pathway</p>	<p><b>2</b>   Personal Excellence</p> <ul style="list-style-type: none"> <li>• Student Support Plan</li> <li>• 7 Habits of Highly Successful Teens</li> <li>• Life Skills, Everything Google, Seminars</li> </ul>	<p><b>3</b>   Preparation for Future Choices</p> <ul style="list-style-type: none"> <li>• Diverse foundational and exploration courses</li> <li>• Certifications</li> <li>• Collaboration with local businesses, leaders, experts to create experiences</li> </ul>
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#### Goals:

<p><b>1</b>   Increase # of students who earn a certification in Middle School</p>	<p><b>2</b>   Increase # of courses offered for high school credit for 7th and 8th grade students</p>	<p><b>3</b>   Increase the # of students who leave middle school performing on grade level</p>
--	---	--

#### Waiver Requests:

<p><b>1</b>   Media Center Specialist</p> <p>Flexibility for the Media Specialist; to assist with additional interventions for students.</p>	<p><b>2</b>   Clock Hours</p> <p>Embedded course will create space in student schedules for elective courses that are of interest to the student.</p>	<p><b>3</b>   Minutes Required in Non-Core Courses &amp; Blend 7th and 8th grade students in same grade level courses</p> <p>To better serve students, accelerate interventions, and facilitate SSPs, CCSD seeks the flexibility to double book students in Math, Literacy, and Science or to place students in higher level courses.</p> <p>Students not on grade level- may be double blocked in core courses</p> <p>Students demonstrating mastery- may be enrolled in an advanced grade level content area</p>
--	---	--

#### Mission:

The mission of Cave City Middle School Career and Collegiate Preparatory is to provide rigorous and academically diverse pathways that prepare students for future and life choices through the pursuit of academic and personal excellence in a challenging and supportive environment. Cave City Middle School Career and Collegiate Preparatory will strive to create an environment that fosters a joy of learning in preparation for future success through individualized student success plans. In addition, Cave City Middle School Career and Collegiate Preparatory will directly align with the goals established by the current Cave City High Career and Collegiate Preparatory School.

#### Innovations that will distinguish the charter

1. **Meaningful and relevant experiences**
  - a. **Foundational courses that lead students to find their interests**
  - b. **Explorative courses and career exploration opportunities that will offer students a foundational knowledge through partnerships with local businesses, leaders, and industry experts; community connections**

#### Innovations that will distinguish the charter

2. **Diverse pathways that are aligned with the programs offered at Cave City Career and Collegiate Preparatory School:**
  - A. **Accelerated Pathway: Courses taken in Middle school that are for high school credit**
  - B. **Agri/Technical Pathway: focus in FACS, Agriculture, and Radio/Television foundational courses, job shadowings, and certifications**
  - C. **Pre-Medical Pathway: Med Term, Scrub Club, and certifications**

#### Goals:

<p><b>4</b>   Increase the # of students who enter high school ready to being a program offered through the HS Charter</p>	<p><b>5</b>   Increase the % of students 6-8th grade who score Ready or above in Math, Science, and Reading</p>
--	---

#### Waiver Requests:

<p><b>4</b>   Class size and teaching load</p> <p>A teacher may have students on their roster who are not physically in their classrooms. And with growth expected, if a student moves in mid-semester but teachers are at capacity the district will be forced to hire a teacher mid-year without this waiver. CCSD will not exceed teacher load to more 32 students per class period and will not exceed 150 students per day.</p>	<p><b>5</b>   Teacher Licensure</p> <p>CCMS may use instructors from UACGS, Ozarka, UAMS, WRMC, or experts in the areas related to the various programs offered.</p>	<p><b>6</b>   Planned instruction day</p> <p>With options of acceleration and enrichment that meet all curriculum requirements, instruction may be provided in less than thirty (30) hours of instruction hours per week.</p>
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## 5. Attachment: Middle School testing data

Student data for all students:

No student achievement data is available for 2019-2020

### Literacy

% Ready or Exceeding	6 <sup>th</sup> grade		7 <sup>th</sup> grade		8 <sup>th</sup> grade	
	CCMS	State	CCMS	State	CCMS	State
2018-19	44.0	46.13	54.79	46.14	53.61	49.49
2017-18	46.05	46.77	57.74	44.59	50.94	48.13

### Math

% Ready or Exceeding	6 <sup>th</sup> grade		7 <sup>th</sup> grade		8 <sup>th</sup> grade	
	CCMS	State	CCMS	State	CCMS	State
2018-19	56.0	53.22	58.90	47.38	67.01	47.49
2017-18	59.21	56.42	55.79	47.38	54.72	46.48

### Science

% Ready or Exceeding	6 <sup>th</sup> grade		7 <sup>th</sup> grade		8 <sup>th</sup> grade	
	CCMS	State	CCMS	State	CCMS	State
2018-19	50.0	45.57	52.05	42.83	47.42	42.43
2017-18	42.67	45.94	40.0	42.94	40.57	42.23

\*\* 2017-2018 Low-Income/Free and Reduced Lunch 77.75%

\*\* 2018-2018 Low-Income/Free and Reduced Lunch 74.63%

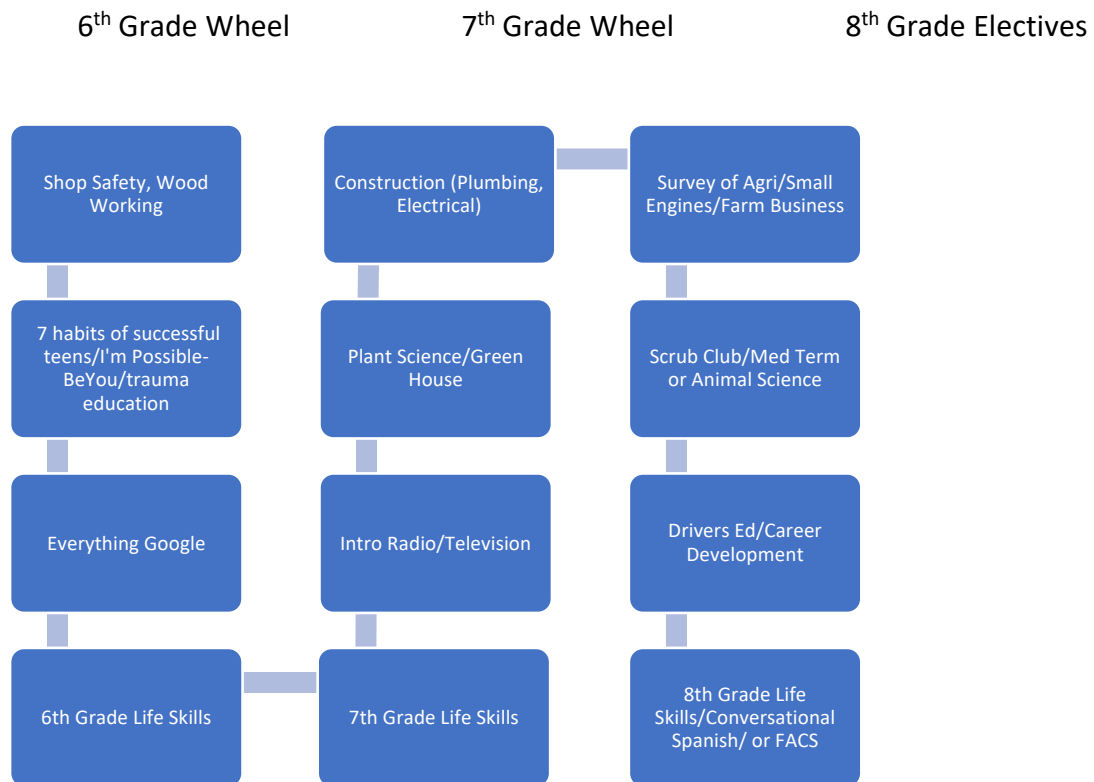
\*\* 2019-2020 Low-Income/Free and Reduced Lunch 78.00%





## 6. Flow chart: Possible progression through electives at Cave City Middle School Career and Collegiate Prep

Each blue square denotes a course (some courses are wheel but have been paired with other wheel course to complete a semester). Because some courses sequences are progressive, students from different grade levels may be in the same semester course. These electives are in addition to the electives already offered. Middle School students can choose their electives; however, no 6<sup>th</sup> grade students will be in anything other than what is listed under 6<sup>th</sup> grade.



\*Certifications available in Scrub Club, Drivers Ed, Everything Google

\*\* Survey of Agriculture and Animal Science are foundational course required high school

\*\*\* Shop safety is a pre-requisite for any further agriculture courses in middle school; therefore, that course will be offered at each grade level.



Current progression of electives:

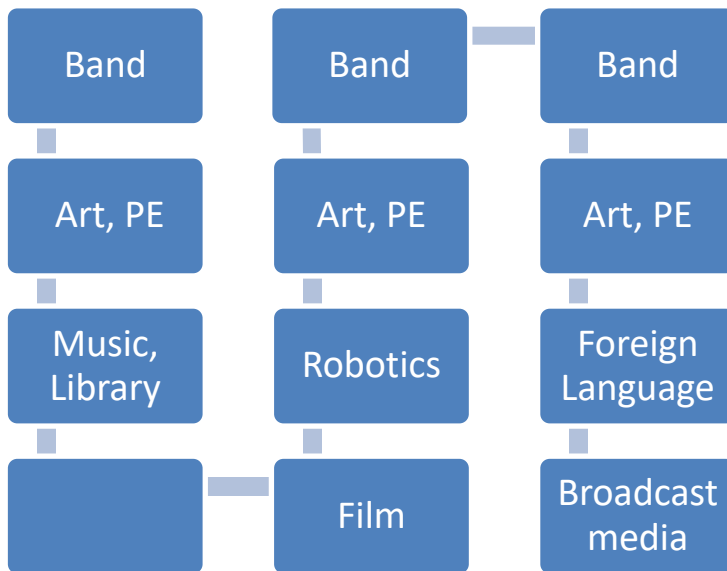
Each blue square denotes a semester. Students from different grade levels are not in the same course at any time.

6<sup>th</sup> Grade

7<sup>th</sup> Grade

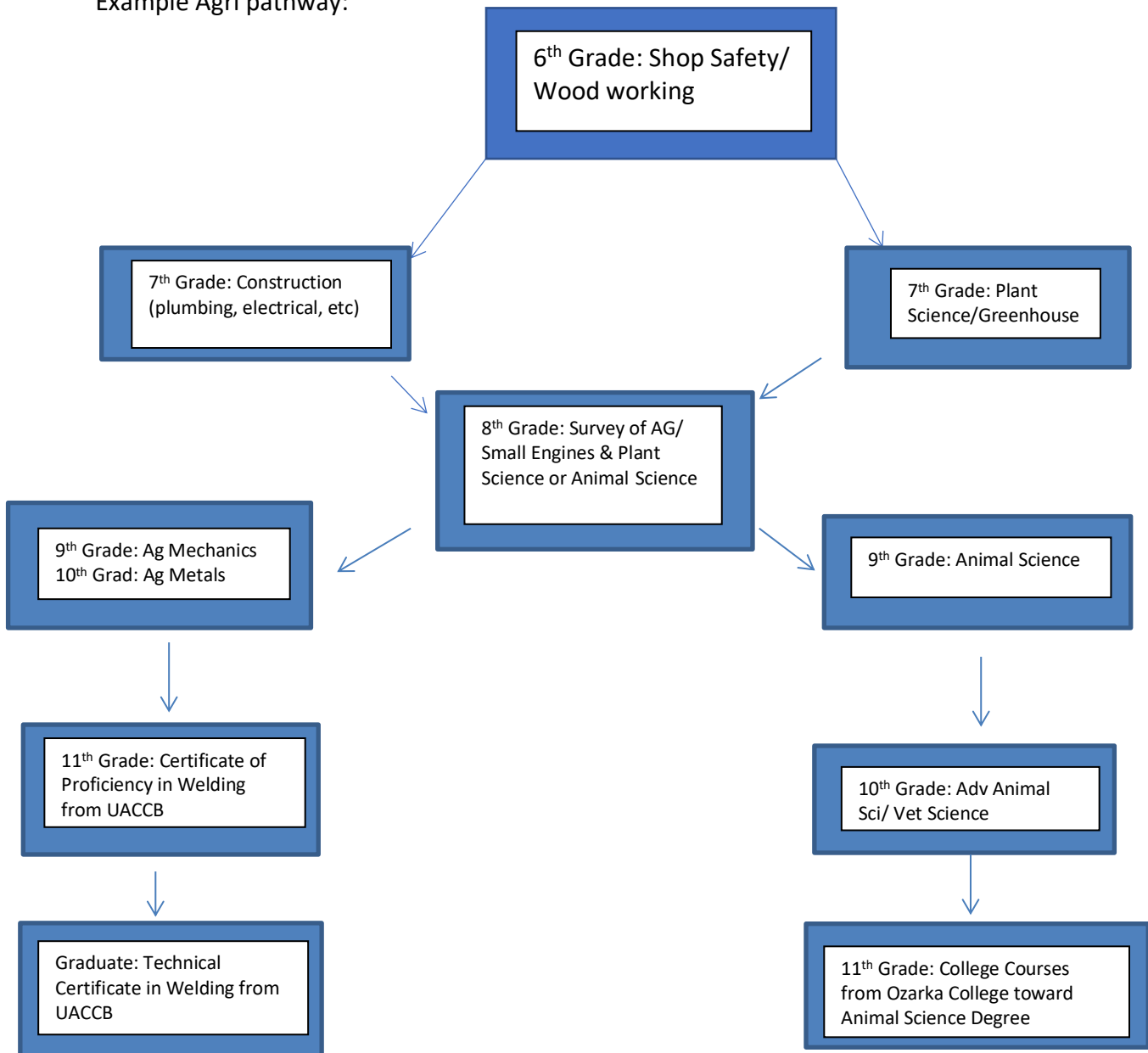
8<sup>th</sup> Grade

\*\*Current electives are still available to all middle school students.



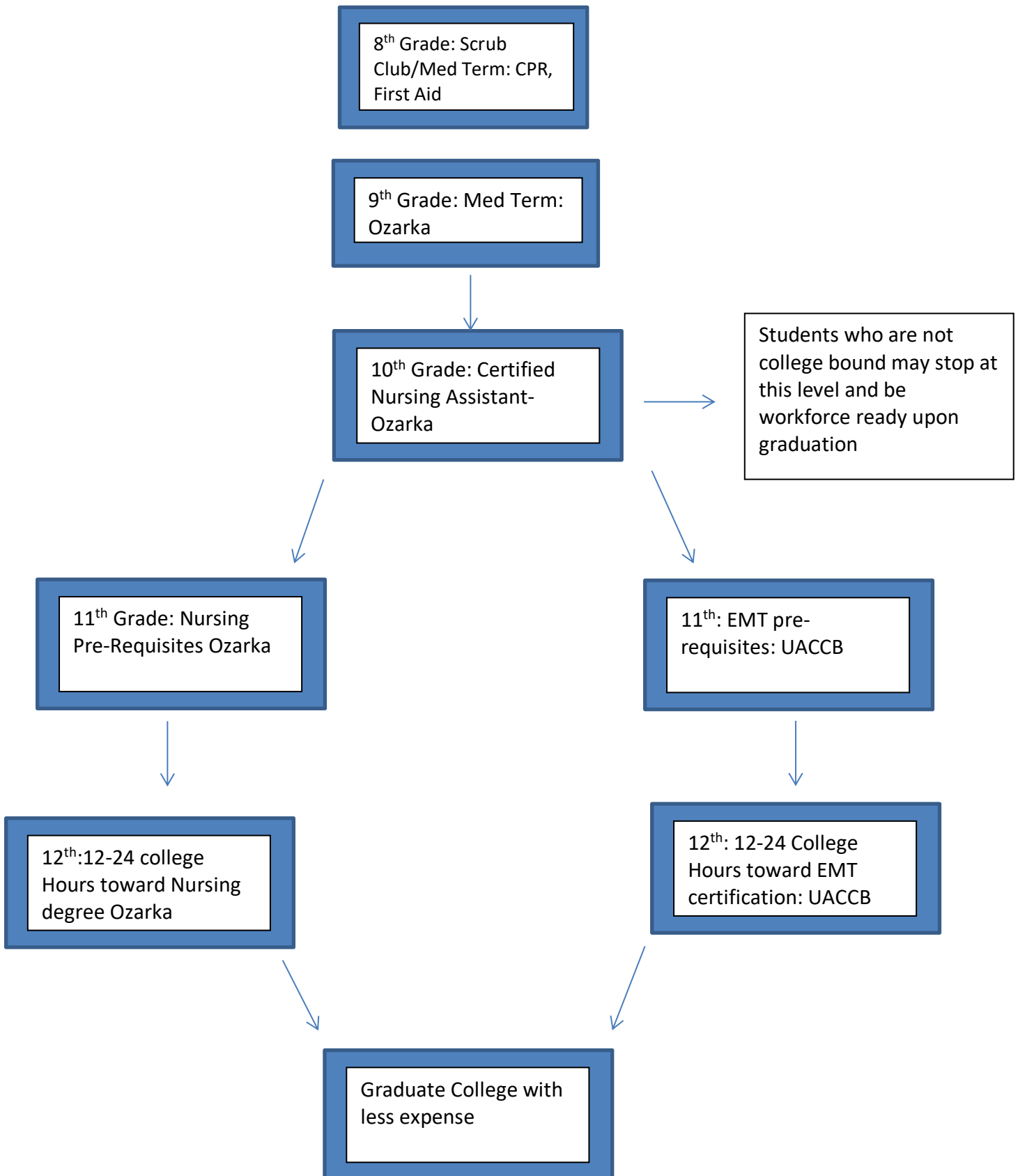


Example Agri pathway:





Example of Medical Profession pathway:





**7. ATTACHMENT:** Sample schedule Agri Pathway leading to Technical Welding Certification while in High School:

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English 8	English 9	English 10	English 11	English 12/O.C.
Math 8	Algebra I	Geometry	Algebra II	Senior Math
Science 8	Physical Sci	Biology	Chemistry	Travel Time
History 8	Civics/Econ	American His	Travel Time	Technical Math/Engineering Drawings
Agri Survey: Foundational Course (Travel Time to high school campus)	Ag Mechanics	Ag Metals	Tech Methods	Welding I
			Engineering Drawings	Writing for the Workplace
Wheel: Life skills, Student Support, Greenhouse Plant science	Keystone/Health	Fine Arts/P.E.	Industrial Safety	World History
			Thermal Cutting	
Career Development (semester course)	Student Elective - Athletics, Agri, etc	Student Elective - Athletics, Agri, etc	Student Elective - Athletics, Agri, etc	Student Elective - Athletics, Agri, etc
Small Engine Repair (semester course)				

Students complete this degree plan with a **Certificate of Proficiency in Welding** and are on the path to earn an A.A.S. degree in Industrial Technology from U.A.C.C.B. This is a sample plan that the majority of students follow; however, some students have the opportunity to earn more credits toward their A.A.S. degree while still in high school.

Without the Agri Survey course offered in 8th grade, students can earn a Certificate of Proficiency in Welding but will lose the opportunity to take two courses that are required to achieve their **Technical Welding Certification**. With Ag Survey being offered earlier, those students can earn the Technical Certification during their senior year.

Degree Progression through UACCB:  
 Level 1: Certificate of Proficiency  
 Level 2: Technical Certification  
 Degree Achievement: A.A.S Degree



Cave City School District  
711 North Main St  
Cave City, AR 72521

## 8. Attachment: Sample middle school student schedule: before and after charter

Attachment 8													
Current Middle School Sample Schedule with elective options:													
7:35-7:54	1	Activity Time	2	3	Activity Time	4A	4B	Activity Time	5	6	7	Extended School hours	Extended School hours
Start	7:59	8:52	9:04	10:02	10:58	11:02	11:32	11:58	12:32	1:26	2:20	3:20	4:20
Finish	8:52	9:04	9:58	10:58	11:32	11:58	12:28	12:32	1:22	2:16	3:10	4:10	5:10
8th Grader	6 Elective	6 Science	Math	Lunch & Break	6 English	7 History	X	athletics/block	7 Elective	Wheels/Inventive	8 Read/History	7 Keyboarding	
8th Grader	7 Math	Wheels/Inventive	7 Acc. Science	Lunch & Break	7 History	X	8 English	7 Elective	7 English	7 Keyboarding	8 History		
8th Grader	8 Career Dev	8 Math	Wheels/Inventive	X	8 Science	Lunch & Break	8 English	8 English	7 Elective	8 History			
Elective Options	Band	Basketball	Music	PE/Health	Google	Practical Math							
7th Grade	Band	Athletics	Art	PE/Health	Robotics	Practical Math	Film						
8th Grade	Band	Athletics	Art	PE/Health	Spanish	Broadcast Media	Film						
		Basketball											
		Football											
		Volleyball											
Sample Schedule with elective options AFTER IMPLEMENTATION OF CHARTER :													
7:35-7:54	1	Activity Time	2	3	Activity Time	4A	4B	Activity Time	5	6	7	Extended School hours	Extended School hours
Start	7:59	8:52	9:04	10:02	10:58	11:02	11:32	11:58	12:32	1:26	2:20	3:20	4:20
Finish	8:52	9:04	9:58	10:58	11:32	11:58	12:28	12:32	1:22	2:16	3:10	4:10	5:10
8th Grader	Elective	2nd Breakfast	6 Science	Adv Math	Lunch & Break	6 English	X	athletics/Block	Wheels/Inventive	7 History	7 Keyboarding/Es	On-site Tutoring	Virtual Tutoring
7th Grader	7 Math	2nd Breakfast	Wheels/Inventive	7 Acc. Science	Lunch & Break	7 History	X	7 Elective	7 English	7 Keyboarding/Es	On-site Tutoring	Virtual Tutoring	
8th Grader	8 Career Dev	2nd Breakfast	8 Math	Wheels/Inventive	X	8 Science	Lunch & Break	8 English	7 Elective	8 History	On-site Tutoring/online course	Virtual Tutoring/online course	
Wheels/Inventive options made available													
8th grade wheel choices	Life Skills	Google	Agri Safety	Woodworking	Band	Art	Music	Student Support	Band				
7th grade wheel choices	Life Skills	Agri: Construction plumbing	Agri: Construction electrical	Intro to television/radio	Agri: Plant Science/Greenho use	Art	Music	Student Support	Quilting Art	Band	Robotics		
8th grade wheel choices	Life Skills	Agri: Animal Science/Farm Business	Drivers Ed	Conversational Spanish	Quilting Arts	Art	Music	Student Support	Agri: Small Engine Repair	Band	Broadcast/Film		
7th & 8th: Semester or Full-year courses	Agri: Animal Science (high school credit)- Full year	Agri: Survey of Agriculture (high school credit)- Full year	Scoti Cult: Semester	Family and Consumer Science (high school credit) Full year	Medical Terminology (high school credit)- semester	Art	Music	Band	Enhanced PE (high school credit) Semester	Health (high school credit) Semester	Adv Physical Science (high school credit) Full Year	ACT or ACT Aspire Prep for select students taking ACT as 7th or 8th graders	College Algebra (high school credit)



## 9. School Calendar

**Cave City School District  
2020-2021 School Calendar  
\*revised July 20, 2020**

August 3-13	Teacher In-service
August 20	K-5 Open House/ 6 <sup>th</sup> & 9 <sup>th</sup> "Meet & Greet"
August 24	Begin 1 <sup>st</sup> 9 weeks
September 7	<b>Labor Day (no school)</b>
September 17	Parent-Teacher Conference (Middle & High School)
October 16	End 1 <sup>st</sup> 9 weeks (39 days)
October 22	Parent-Teacher Conference (Elementary Schools)
November 6	Mid-9 week progress report
<b>November 23-24</b>	<b>Virtual Days</b>
November 25-27	<b>Thanksgiving Break</b>
<b>December 18</b>	<b>Virtual Day (End of 2<sup>nd</sup> 9 weeks (42 days))</b>
December 19-January 3	<b>Christmas Break</b>
January 18	<b>MLK Day</b> (Professional Development)
March 12	End 3 <sup>rd</sup> 9 weeks (49 days)
March 18	Parent-Teacher Conference
March 22-26	<b>Spring Break</b>
<b>April 2</b>	<b>Good Friday (Virtual Day)</b>
May	Advanced Placement Exams
May 7	Cave City High School Graduation
May 26 (Wednesday)	End of 9 weeks (48 days)
<b>May 27-June 11</b>	<b>Summer School (Tentative)</b>
May 31	<b>Memorial Day</b>

***\*Testing Dates will be set by The Arkansas Department of Education. The District will use virtual learning on days closed due to inclement weather.***



## 10. Letters of Support

**Jenny Davis**  
Cave City Pharmacy

—  
**Jennifer Davis**  
Cave City Pharmacy  
PO Box 147  
Cave City, AR 72521  
870.283.5589  
mikejennyd@yahoo.com

8 JULY 2020

**Mr. Steven Green**  
Superintendent  
Cave City School District  
PO Box 600  
Cave City, AR 72521

Dear Mr. Green,

I am gladly writing a letter in support of the proposal made by Cave City Middle School. The proposal is to align the Middle School with the charter program at the High School, and that is something that I strongly support. Offering a new career and technical conversion charter gives children a chance to expand their minds at an earlier age, before they enter into high school and would be extremely beneficial in my opinion.

Many children are mature enough at the middle school age to start experimenting in different fields, as well as they are curious to find something that interests them. If granted this Charter approval, students will be provided with early access to college and/or career credit that will benefit them in more ways than they know. There will be programs offered just the same as they are at the high school, such as Welding, Early Childhood, C.N.A. and others. All of these programs are diverse and could give students the extra motivation to find something that they love and could turn into a career and it would also be a good way to help meet the needs of our small community.

The possibility of having this Charter approval excites me for our community and our students. If there is any other way that I may be of assistance, please let me know.

Sincerely,

Jennifer Davis





July 17, 2020

Attention Department of Education –

Cave City Middle School has collaborated with UACCB to teach their Scrub Club CPR, First Aid and Stop the Bleed training for their students. Cave City Middle School works diligently in providing opportunities by opening the doors for their student's future with working together with the college as well as the community.

Dawn M. Smith  
CNA Instructor  
Office: 870-612-2068  
Cell: 870-373-5012  
Email: [dawn.smith@uaccb.edu](mailto:dawn.smith@uaccb.edu)

University of Arkansas Community College at Batesville

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P.O. Box 3350 / Batesville, Arkansas 72503-3350 / 870-612-2000 / Fax 870-793-4988  
UACCB is an equal opportunity/affirmative action institution.



**North Central**  
1993 Harrison Street  
Batesville, Arkansas 72501  
MAIN: 870-698-9991  
FAX: 870-698-0022  
  
UAMS.edu



July 13<sup>th</sup>, 2020

Mr. Steven Green  
Superintendent  
Cave City School District  
PO Box 600  
Cave City, AR 72521-0600

Dear Mr. Green,

I am proud to write a letter in support of Cave City School District's proposal for a career and technical conversion charter. I strongly support this as I use to be a Career and Technical Education teacher myself and know the value these programs have. This charter will allow students to begin exploring different career opportunities at an early age and be able to enter high school with a career goal and plan in mind to help them be far on their educational journey by the time they graduate as well as walk away with recognized industry certifications and/or college credit.

Again, it is with great pleasure I support Cave City School District in this endeavor. If there is anything else I can do, please let me know.

Sincerely,

Jesse Cargill, B.S., R.T.(R)(ARRT)  
**Recruiting Specialist**  
University of Arkansas for Medical Sciences  
North Central Regional Campus  
1993 Harrison Street  
Batesville, AR 72501  
Office: 870.698.9993, Cell: 870.307.5058, Fax: 870.698.0022  
Email: [JACargill@uams.edu](mailto:JACargill@uams.edu)



1710 Harrison Street • P.O. Box 2197 • Batesville, AR 72503-2197  
Phone (870) 262-1200 • Fax (870) 262-1458

Mr. Steven Green  
Superintendent  
Cave City School District  
PO BOX 600  
Cave City, AR 72521-0600

Dear Mr. Green,

I am pleased to be writing this letter of support for the Cave City School District's proposal to establish a career and technical conversion charter. This new charter will allow the district to provide more opportunities to the students and prepare them for the future. In so doing, students will gain the knowledge and skills that are necessary to thrive in today's job market and college environments at an earlier age.

Charter approval would help Cave City Middle School prepare students for career success through personalized hands on training opportunities. The goal of the charter is to expand the middle school curriculum, to allow students to begin exploring future career choices. This charter will align with the current high school charter programs offered. Therefore, the students will enter high school with a goal and plan that will set students on a pathway to success. By partnering with local institutions, business and industries, Cave City Middle school will provide diverse pathways to meet the interest of students as well as the workforce needs of the community.

I wholeheartedly support Cave City School District, and if there is anything further in I can assist with, please do not hesitate to let me know.

Respectfully,

Amy Finster, MS RD LD  
Community Engagement Coordinator  
White River Health System



July 7, 2020

Cave City School District  
Attn: Steven Green, Superintendent  
PO Box 600  
Cave City, AR 72521

RE: Cave City School District Middle School Charter School Application

Dear Mr. Green,

I am writing in support of the Cave City School District's application for a middle school charter. The opportunity to align programming and goals with the innovative and successful charter in the high school is very exciting. This new program will provide unique and valuable resources for the district to help our students and families, and I am very happy to hear that you're pursuing it.

As you know, the Bank of Cave City has supported the high school charter program since its inception. Additionally, we have partnered with the school district for several years to provide scholarships for concurrent credit and ACT prep classes and have long supported vocational educational programs like FAST, Skills USA, FFA, and childcare training. We consider scholarships and sponsorships like this to be investments in the future of our community. I think this new middle school charter will help the school district multiply those investments and others like them, and I am very happy to support it.

Thank you for your time and consideration. If I can be of further assistance, please let me know at 870-283-5301 or [jbeller@bkcc.net](mailto:jbeller@bkcc.net).

Sincerely,

John Beller  
President / CFO



Cave City School District  
711 North Main St  
Cave City, AR 72521

## 11. ATTACHMENT: Zoom Attendees

Cave City Middle School Public Charter Meeting via Zoom July 24, 2020 6:00pm

Participants (18)

Q: Find a participant

Cheryl Bell (Host)

Aaron's iPhone

Allison Green

Allison's iPhone

Ashley Spann

Hana

Jared

Ms-MistyJones

Pat Woodridge

Ramona Ledy-Cave City SD

thall

Brian Johnston

brooklyn

Carrie's iPad

iPhone

iPhone

Misty's iPhone

Invite

Unmute Me

Raise Hand

Cave City School District  
711 North Main St  
Cave City, AR 72521

